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ABSTRACT

The unique needs of the hearing impaired student (K through grade 12) are examined in the book which lists goals and performance indicators in a variety of instructional areas. It is explained that the text is intended as a supplement to "Competency Goals and Performance Indicators K-12." Goals and performance indicators are listed for the following areas: parent guidance; early intervention and parent education; developmental skills for ages 0 to 2 and 3 to 6 (personal-social, perceptual-cognitive, gross motor, fine motor, self help); auditory development; language development; speech development; reading; writing; mathematics; and vocational education. Each section includes a list of references. (CL)

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Competency Goals and Performance Indicators K-12

Hearing Impaired Learners, Birth-Grade 12 SUPPLEMENT

Instructional Services / North Carolina Department of Public Instruction.

IEC144453

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Foreword

This publication was developed to assist educators in planning curriculum and instructional programs which will enable hearing impaired students to reach their maximum educational potential. It is a supplement to the agency's companion document, Competency Goals and Performance Indicators K-12.

A representative group of educators of the hearing impaired from throughout the state worked collectively on this document to present the essential components of an educational program for hearing impaired pupils. It is hoped that the material they have compiled will prove useful in the development of instructional services for this special population.

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Introduction

Hearing loss is the most common physical disability in the United States. Today an estimated fifteen million adults and three million children have some degree of hearing loss. This means that in the United States and other parts of the world where data have been collected effectively, between three and a half percent and five percent of school-aged children have been found to have some degree of hearing loss. If not detected, the effect of this hearing loss can be tragically detrimental to a child in the educational process.

Impairment of hearing is a unique handicap unlike all others for while it is a physical handicap, the major effect of the handicap is not physical, but is essentially a by-product--difficulty in communication. A child with a hearing loss has, indeed, a triple handicap--in hearing, in language development, and in speech production. Without these skills, communication is severely impaired, and even the avenues of reading and writing are extremely restricted. As all school programs are intensively language based, these communication handicaps create one of the major educational problems faced by any individual and, subsequently, one of the greatest challenges to educational personnel who plan programs for these pupils. This listing of Competency Goals and Performance Indicators for Hearing Impaired Learners has been collected and compiled to assist the educational programmer in meeting the needs of hearing impaired children.

This document was designed as a supplement to Competency Goals and Performance Indicators, K-12, published by the Instructional Services Area of the North Carolina Department of Public Instruction. It should not be used to supplant that document nor used in isolation from it. Most hearing impaired learners should be expected, under good audiological and educational management, to achieve the same educational competencies as does his hearing counterpart. He will, because of the hearing impairment, however, have many additional skills to acquire, and intense program efforts in these areas must be systematically and individually provided. The unique needs of the hearing impaired learner--auditory development, speech development, language learning, early intervention and parent guidance, and so on are addressed in this document. Other areas of the educational program for the hearing impaired learner--cultural arts, healthful living, science, social studies, and so on, were competently and appropriately covered in the parent document, and therefore, not repeated in this one. Program planners will need to use both publications simultaneously and in supplementation one to the other.

Competency Goals and Performance Indicators for Hearing Impaired Learners was developed with the help of many people, but primarily through the concerted and dedicated efforts of a committee of educators whose expertise and experience in the education of the hearing impaired cover many years and many aspects of educational programming. It is expected that the program planner will be able to use this compilation of competency goals and performance indicators to a greater advantage if he is made aware of some of the basic premises from which this committee worked:

> Each hearing impaired learner is a unique individual, and the necessity for individualization of any given goal or indicator is understood.

- This material is not viewed as a curriculum guide nor intended as such. Competency Goals are the ends toward which a student's learning is directed and Performance Indicators are reasonable measures of progress toward these goals.

- Creative and ingenious planning and teaching are integral parts of any educational program. Teachers are expected to add performance indicators to any goal and are respected for their ability to do so.

- Early identification, early assessment, early amplification and early educational programming are mandatory. The very nature of this material precludes that these essentials to successful educational programming for hearing impaired learners have been implemented in the school's program.

- The center of learning for the young child is in his home, and his parents are the first and most natural teachers. Certain competencies in parents are essential to the child's success. Those which relate directly to a hearing loss have been addressed.

- The hearing impaired learner has unique educational needs, but his primary needs are those common to all children. He is more normal than abnormal, more same than different, and more whole than fragmented. A variety of school placements, methodologies, program options and vocational opportunities must be offered to meet individual needs, but the goals of learning which lead to successful living are common to all.

George A. Kahdy

George A. Kahdy
Assistant State Superintendent for Instructional Services

NOTE: If pronominal use was necessary in this text, feminine gender for the teacher and masculine gender for the pupil was used to facilitate ease in reading and clarity of meaning.

No offense or sexist innuendos were intended.

Parent Guidance

Parent Guidance

The parents of hearing-impaired children have a complex set of personal needs, which include their concerns about the well-being of their child. One of the most important responsibilities the teacher of hearing impaired children will undertake is providing a program that will guide parents toward an understanding and knowledge of their child as an individual and the implications of hearing impairment. Efforts should be made to expose parents to successful hearing impaired adults as a core part of parent guidance.

It will be the responsibility of the staff, working as a team, to be aware of parent feelings, to provide what support they can and to make referrals for counseling to those parents who, over time, seem unable to handle their feelings. Additionally, it will be important to make parents aware that their participation and involvement in their child's program are strongly needed and will contribute to the growth of their child.

The following competencies are offered as a framework for developing a parent guidance program; however, in order to insure that a parent guidance program is significant, of interest and relevant to individual parent needs, an individual parent needs survey should be conducted. Included under this section are those affective components which must be resolved before appropriate instructional programming can have an impact. Instructional components are listed in the "Early Intervention and Parent Education" section.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
1. Parents will develop an understanding of their feelings and emotions as they relate to the child's hearing loss and his unique position within the family and society	1.01 Are committed to attending training and guidance sessions routinely 1.02 Discuss feelings about the situation on a one to one basis with school personnel 1.03 Share feelings about the situation in a group guidance setting 1.04 Accept individual counseling if necessary 1.05 Express need for ongoing emotional support 1.06 Gain a solid base of information which leads to diminished anxiety and guilt and results in more appropriate and successful coping skills 1.07 Understand dynamics of healthy personality development in children 1.08 Assess and analyze own behavior and feelings 1.09 Accept that change in their lives will be necessary 1.10 Understand some of those changes 1.11 Demonstrate emotional readiness to accept change 1.12 Understand that changes take time and success does not come easily or quickly 1.13 Involve siblings and extended family members in the learning process 1.14 Trust siblings and family members to interact meaningfully with the child 1.15 Have a lifetime perspective on the disability 1.16 Continue to pursue information about the child and his needs at different ages, stages and phases of his life 1.17 Under guidance, continue movement from both extremes of the continuum to knowledge and acceptance of the child, his loss, and his place in the family and society at large

Shock/ Denial — Grief — Guilt/ Blaming — Bargaining/ "Clinic Hopping" — Knowledge/ Acceptance — Rationalizing — Reaction Formation — Intellectualizing

2. Parents will learn what motivates their child	2.01 Participate in guided observation of child and discuss observations 2.02 Independently observe the child and report observations as a basis for further goal delineation and mastery 2.03 Observe what situations and/or objects seem to please the child 2.04 List what the child enjoys doing
3. Parents will incorporate above learning factors into specific activities for their child	3.01 Discuss observations with professionals who are dealing with the child 3.02 Translate observations into possible strategies for dealing with the child 3.03 Attempt strategies under guidance 3.04 Attempt new strategies under own initiative and share these with school personnel 3.05 Modify strategies based on feedback from school personnel 3.06 Modify strategies based on feedback from the child
4. Parents will relate to their child in a relaxed and friendly manner	4.01 Have a base of factual information which helps reduce anxiety and guilt 4.02 Are self-directed in learning information about the child 4.03 Exhibit less stress when interacting with child 4.04 Manage time wisely 4.05 Modify child's environment to maximize stimulation and learning and minimize obstacles
5. Parents will understand pressures and/or limitations they should place on the child	5.01 Understand sequence of normal growth in all areas 5.02 Determine what is age appropriate in a given task 5.03 Understand child's level of ability in relation to these tasks 5.04 Compare age appropriate behavior and ability to current level of functioning to determine appropriate expectations 5.05 With reasonable expectations in mind, can determine when to push a child and when not
6. Parents will acquire knowledge of school and other public agency resources available for the hearing impaired	6.01 Audiological services 6.02 Educational programs and alternatives 6.03 Vocational Rehabilitation 6.04 State Education Agency 6.05 Local private agencies for speech, audiology, hearing aids, otologists, etc. 6.06 Funding sources for hearing aids 6.07 Community service centers 6.08 State human resource agencies

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Early Intervention & Parent Education

Early Intervention and Parent Education

For the parents of a normally developing child, the joy of parenthood comes from watching him develop and grow. The early stages of motor development can be quite charming and fun to watch, and early language development can even be quite comical.

For the parents of a hearing impaired child much of that joy and fun must be relearned. It is the task of the parent guidance instructor to determine what the parents will need in order to adjust to their new situation. These needs include such areas as understanding and accepting their own feelings and emotions as they relate to the loss (dealt with in detail under Parent Guidance section); the terminology and jargon of the profession; relearning the psychological, social-emotional and educational needs of children in general; gaining an understanding of the myriad of special skills their child will need; and developing skills in becoming a teacher/advocate for their child. Based on the premise that the center of learning for a young child should be in the home with the parents as his natural teachers, a program of parent involvement is essential to the developing hearing impaired child.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
1. Parents will develop knowledge of the terminology related to a hearing impairment	1.01 Discuss the child's etiology, type and degree of loss 1.02 Name and describe the role of various professionals as they relate to the child: audiologist otologist neurologist pediatrician speech-language pathologist psychologist counselor social worker regular classroom teacher special teacher genetic counselor 1.03 Describe the various methods and philosophies which are options for hearing impaired children auditory-oral visual-oral total communication cued speech fingerspelling Note: This information must be presented in a non-biased fashion in order to preserve the integrity of the parents who may be in a very fragile state emotionally. 1.04 Describe the educational services the child may need speech language cognitive auditory interpreting services mainstreaming speechreading notetaking academic resource teacher itinerant teacher teacher in self-contained classroom regular classroom teacher

1.05 Discuss technical terminology in the following categories:

Testing

hertz
dB
audiograms
audiometer
tympanometry
etc.

Hearing Aids

post-auricular
body aid
- gain
- microphone
- battery
- earmold

binaural
monoaural
etc.

Physiology

canal
eardrum
ossicles
middle ear
inner ear
auditory nerve
etc.

Speech

segmentals
suprasegmentals
prosodic
intonation
pitch
intensity
duration
rhythm
etc.

Language

linguistics
phonology
morphology
syntax
semantics
holophrastic
telegraphic
etc.

Cognition

categorization
sensorimotor
preconceptual
enactive
iconic
symbolic
etc.

Legal Terms

P.L. 94-142
due process
IEP
LEA
advocacy
least restrictive alternative
school-based committee

1.06 Request information under own initiative concerning terminology with which they are unfamiliar

	1.07 Are familiar with recognized journals, books and other literature pertinent to the profession
2. Parents will become familiar with routine care, use and maintenance of the hearing aid	2.01 Identify and describe parts 2.02 Place on child with ease 2.03 Value the aid 2.04 Appropriately adjust settings on the aid 2.05 Demonstrate ability to detect a faulty cord or receiver if body aid is used 2.06 Demonstrate ability to test and change batteries 2.07 Demonstrate ability to clean the earmolds 2.08 Take aid to dealer when it breaks down 2.09 Determine when new mold should be considered
3. Parents will become proficient in stimulating language skills of their baby (see language outline)	3.01 Describe the stage of language development their child is in a. preverbal babbling b. pre-linguistic referential gesturing c. joint attending d. babbling with communicative intent e. turn-taking f. holophrastic phase of intent and turn-taking g. stage one grammar (rudimentary form and function) h. unrefined simple sentences i. refined simple sentences j. earliest forms of linquistic complexity (e.g. negation and conjoining) 3.02 Describe the next sequential stage of language development and translate these into goals for the child 3.03 Repeat a specific activity they observed the infant's teacher do 3.04 Imitate techniques used by the infant trainer 3.05 Demonstrate with child a language activity similar to one done by the infant teacher 3.06 Spontaneously recognize and capitalize on natural situations for language stimulation 3.07 Utilize these skills in novel situations 3.08 Integrate language with auditory, cognitive and speech stimulation

4. Parents will become proficient in stimulating auditory skills in their baby (see auditory outline)	4.01 Describe the stage of auditory development their child is in a. awareness b. attending c. discriminating d. memory and sequencing e. auditory figure-ground g. feedback for speech 4.02 Describe the next sequential stage of auditory development and translate these into goals 4.03 Repeat a specific lesson they observed the infant's teacher do 4.04 Imitate techniques used by infant's teacher to stimulate auditory development 4.05 Demonstrate with child an auditory activity similar to one done by infant's teacher 4.06 Spontaneoulsy recognize and capitalize on natural situations for stimulation 4.07 Utilize these skills in novel situations 4.08 Integrate audition with language, cognition and speech stimulation
5. Parents will become proficient in stimulating speech	5.01 Describe the level of speech skills the child is working on a. undifferentiated vocalization b. nonsegmental voice patterns varied in duration, intensity and pitch c. a range of distinctly different vowel sounds d. simple consonants releasing, modifying or arresting syllables e. consonant blends 5.02 Describe the next higher level of skills and translate these into goals 5.03 Repeat a specific lesson they observed the infant's teacher do 5.04 Imitate techniques used by infant trainer to stimulate speech 5.05 Demonstrate with child a speech activity similar to the one the teacher has done 5.06 Spontaneously recognize and capitalize on natural situations for auditory stimulation

5.07 Utilize these skills in novel situations
5.08 Integrate speech and audition, cognition and language

6. Parents will become proficient in stimulating cognitive skills in their infant (see cognition outline)

6.01 Describe the stage of cognitive development their baby is in, i.e., sensorimotor or enactive, and understand the implications
6.02 Name cognitive activities infants are learning:

sorting
classifying
grouping
categorizing
comparing
exploring
attending
remembering
sequencing
tracking

searching
seeing cause/effect relationships
fine motor coordination
gross motor coordination
visual-motor coordination
etc.

6.03 Repeat a specific lesson done by the teacher
6.04 Imitate techniques used by the teacher to stimulate cognitive growth
6.05 Demonstrate with the child a cognitive game or activity
6.06 Spontaneously recognize and capitalize on natural situations for stimulating cognitive development
6.07 Utilize these skills in novel situations
6.08 Integrate cognitive skills with speech, language and audition

7. Parents will become aware of a variety of related issues

7.01 Understand normal child development
7.02 Select and use appropriate toys
7.03 Understand the importance of play in social-emotional development and peer interaction
7.04 Help child learn self-help skills
7.05 Understand and appropriately use behavior managment
7.06 Understand and utilize such motivational techniques as positive and negative reinforcement and tangible and intangible reinforcers
7.07 Deal openly with family interaction

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Developmental Skills

Developmental Skills
Birth Through Six Years (0-6)

All persons who guide the development of young children need an understanding of the child, his world, and the forces which influence him in order to make sound judgments regarding instruction and practice. It is not enough to assume that each infant entrusted to the care of parents or teachers will ultimately grow, take his first step, frown, smile, respond to our voice, and attempt to speak his first word. Concerned parents seek out answers, search the literature, and bombard the pediatrician with questions regarding normal growth and development patterns. The teacher surely cannot afford to do less. Every stage of development, each new day of life, brings to the knowledgeable teacher performance indicators that cry, "Beware!" or "All is well!"

The young hearing impaired infant frequently develops most of the basic motor, personal-social, perceptual and self-help skills as does the hearing infant. However, the lack of development in certain skills, attending and verbalization, for instance, should serve as an immediate alert to the observant adult that all may not be well. Early identification of a hearing loss is imperative if effective intervention is going to occur, for extensive studies of young children and their mastery of language show that the transitory capacity for language acquisition reaches a peak during a critical thirty-month period from 1 1/2 to 4 years and declines thereafter. Auditory and speech development occur simultaneously and in a similar time frame. Lack of motor coordination or other basic skill development may suggest additional problems or neurological deprivation. An alertness to and knowledge of basic child growth and development is essential to any person guiding the educational program for young children.

Once the young child has been assessed and identified as hearing impaired, the placement in an educational program may not guarantee the appropriateness of such a program. Teachers must understand the developmental sequence of skill building in any area before they can teach these skills. The acquisition of any given skill or behavior can be expected only if such a task is appropriate to that individual's level of development. The success with which a child learns each skill will depend upon the success with which he mastered the previous one.

For these reasons, a sequential listing of developmental skills, birth through age six, is considered an essential and vital part of this compilation of educational goals and objectives for hearing impaired learners.

PERSONAL-SOCIAL (Birth through two years, 0-2)

DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS

These performance indicators are presented in a developmental framework, with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.

COMPETENCY GOAL(S)	
Birth through two years, 0-2	
1. The learner will demonstrate an awareness of feelings within self	1.01 Quiets himself by sucking 1.02 Smiles at pleasurable experiences (touching, patting, and cuddling) 1.03 Smiles in response to attention 1.04 Responds positively to comfort 1.05 Coos and gurgles when content 1.06 Reacts negatively to pain 1.07 Cries differently with different discomforts
2. The learner will be aware of differences between self and others	2.01 Discriminates auditorally and visually between self and mother 2.02 Discriminates auditorially and visually between mother and other adults in environment 2.03 May show fear of strangers 2.04 Shows recognition of family members by smiling and/or stopping of crying
3. The learner will recognize similarities in others	3.01 Vocalizes to get another's attention 3.02 Vocalizes in response to attention 3.03 Imitates behavior of other children at play 3.04 Imitates simple acts of adults (plays "pat-a-cake"; waves "bye-bye") 3.05 Points to body parts upon indication of same by adult (i.e., nose to nose, foot to foot)
4. The learner will recognize his own individuality	4.01 Performs for family and small audiences 4.02 Tries to gain attention through applause 4.03 Begins to imitate simple actions with a doll 4.04 Separates from parent to play and explore 4.05 Demonstrates an emerging sense of ownership, "It's mine" 4.06 Alternates between independence and complete help on simple task 4.07 Plays unattended for 10-15 minutes

5. The learner will demonstrate a growing sensitivity to the feelings of others	5.01 Carries and hugs a soft toy 5.02 Repeats acts which evoke laughter from others 5.03 Shares food or toys when requested by one peer 5.04 Says "please" and "thank you" when prompted 5.05 Greets others upon suggestion 5.06 Waits for brief periods for needs to be met 5.07 Responds to feelings of others with love, sadness, anger or joy (laughs when others laugh; cries when another cries)
6. The learner will recognize the role of groups in daily activities	6.01 Plays with one or two peers for brief periods 6.02 Attempts simple chores - especially in parent-directed, or parallel activities (holds dust pan, pulls at bedding) 6.03 Takes part in group games, pushing toy or rolling ball, for 2-5 minutes
7. The learner will become aware of territorial rights and privileges of others	7.01 Withdraws and/or says "no-no" when nearing a forbidden object 7.02 Insists on "mine" and "your" property distinctions, but prefers identical objects to child's next to him (crayon, clay, toy car)

PERCEPTUAL-COGNITIVE (Birth through two years, 0-2)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS
COMPETENCY GOAL(S)	These performance indicators are presented in a developmental framework, with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Birth through two years, 0-2	
1. The learner will develop an awareness of his surroundings	1.01 Indicates an awareness to sound by startling or crying (The absence of the startle reflex is often the first indication of a hearing impairment.) 1.02 Develops visual regard; follows object as moved across line of vision 1.03 Attempts to remove cloth or clothing which obscures vision 1.04 Looks after object when moved from field of vision 1.05 Enjoys playing with rattler or sound-producing toy 1.06 Rejects food or pacifier if prefers nipple 1.07 Distinguishes between mother's face and an unfamiliar one 1.08 Distinguishes mother's voice from that of another if there is residual hearing
2. The learner will initiate attempts at manipulation of his environment	2.01 Demonstrates reflexive grasping and striking acts; then intentional grasping and reaching efforts are exhibited 2.02 Grasps and maneuvers objects within his reach (6 months) 2.03 Searches for hidden object (toy under pillow; toy behind Daddy) (12 months) 2.04 Shows interest in trial and error experimentation of objects 2.05 Demonstrates understanding of the use of household objects 2.06 Develops beginning sense of "my" vs. "yours/others"
3. The learner will exhibit awareness of space and spatial relationships	3.01 Follows the trajectory of falling objects 3.02 Demonstrates an understanding of the meaning of "up" and "down" 3.03 Generates efforts at retrieval of out-of-reach objects (cries, points, or reaches)

	3.04 Puts large pegs in pegboard 3.05 Completes (by 2.5 years) a puzzle having three shapes (circle, square, triangle) 3.06 Builds a block tower of 8 or 9 blocks (by 3.0 years) 3.07 Imitates crayon strokes - vertical and horizontal 3.08 Distinguishes between "big" and "little" upon request 3.09 Nests toy of up to 4 parts 3.10 Stacks a peg with up to 5 rings 3.11 Matches like objects or objects with corresponding pictures 3.12 Matches geometric shape with corresponding picture 3.13 Places objects "in," "under," or "on" when prompted
4. The learner will associate names with body parts	4.01 By age one, identifies upon request: mouth, eyes, nose and feet 4.02 By age two, identifies upon request: hair, tongue, teeth, hand, ears, head, legs and arms
5. The learner will associate names with colors	5.01 Matches by color (at age three): red, blue, green, and yellow 5.02 Points to upon request (by age three) red and yellow
6. The learner will respond positively to experiences with books	6.01 Turns book right-side-up 6.02 Progresses from turning several pages at once to turning pages individually by age two 6.03 Points to and names single objects within pictures 6.04 Enjoys being read to (The parent/child closeness and rhythm of voice are pleasureable to even the child with a profound hearing loss. Positive attitudes toward reading are instilled here.)
7. The learner begins to understand the concept of numbers and/or quantities	7.01 Demonstrates a knowledge of the concept of "one" when asked 7.02 May count several objects (echolalic) 7.03 Repeats two digits 7.04 Asks for "more _____" 7.05 Indicates "all gone" 7.06 Names at least five objects when asked, "What's this?"

8. The learner will exhibit a growing sensitivity to time and schedule	8.01 Shows signs of anticipation of events (feedings, bathing and bedtime) 8.02 Exhibits anxiety or pleasure at clear sign of events (cries when family members are leaving; smiles at approach of familiar car)

COMPETENCY GOAL($)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS These performance indicators are presented in developmental framework, with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Birth through two years, 0-2	
1. The learner will demonstrate emerging gross motor control of body (0-8 months)	1.01 Thrusts legs indiscriminately 1.02 Lifts head in prone position, clearing chin from table 1.03 Rolls to side with 45^{0} turn while in supine position 1.04 Holds head erect and steady 1.05 Plays with hands and fingers 1.06 Travels by rolling, pushing or scooting 1.07 Pulls self to sitting position. Sits supported 1.08 Rolls from back to side to back 1.09 Reaches for and grasps desired object 1.10 Creeps on hands and knees 1.11 Changes from creeping to sitting position
2. The learner will demonstrate emerging gross motor skill in walking and standing (9-24 months)	2.01 Pulls self to standing position 2.02 Stands when holding to a supporting object 2.03 Bounces in standing position while being supported 2.04 Walks with support to both hands 2.05 Walks sideways along furniture 2.06 Stands briefly without help 2.07 Walks alone (by 15 months) 2.09 Walks up stairs with assistance 2.10 Walks down stairs with assistance 2.11 Stoops to retrieve object from floor then returns to standing position 2.12 Stands with heels together 2.13 Stands and sits without help 2.14 Goes up and down stairs alone--two feet per step 2.15 Steps over small object without difficulty 2.16 Kicks large ball or object 2.17 Throws ball to person five feet away 2.18 Walks backward several steps
3. The learner will develop running skills (18-36 months)	3.01 Runs stiffly with occasional falls 3.02 Runs on whole foot 3.03 Runs well with few falls 3.04 Changes running speed smoothly

4. The learner will demonstrate initial jumping skills (30-36 months)	4.01 Jumps in place using both feet 4.02 Attempts to hop on one foot 4.03 Executes broad jump of 20 cm.
5. The learner will demonstrate developing balance skills (30-36 months)	5.01 Kicks large ball without loss of balance 5.02 Climbs simple structure 5.03 Walks balance beam with assistance 5.04 Stands on one leg momentarily 5.05 Stands momentarily on balance beam 5.06 Rides appropriate size tricycle
6. The learner will demonstrate initial ball handling skills (30-36 months)	6.01 Hurls large ball while sitting 6.02 Throws large object and demonstrates visual tracking 6.03 Bounces and catches large ball once 6.04 Throws playground ball 3 meters 6.05 Catches bounced ball with hands and chest

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework, with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Birth through two years, 0-2	
1. The learner will exhibit eye/hand manipulative skills (0-8 months)	1.01 Becomes aware of hands 1.02 Reaches for object held short distance in front of him 1.03 Plays with object placed in hand 1.04 Utilizes inferior pincer grasp 1.05 Pokes at object with index finger 1.06 Reaches for preferred object 1.07 Puts object in mouth 1.08 Transfers object from one hand to another 1.09 Uses unskilled grasp--thumb opposing fingers
(9-24 months)	1.10 Claps hands at center of body 1.11 Grasps two toys; bangs toys together at center of body 1.12 Eyes follow movement of objects 1.13 Picks up small object with pincer grasp 1.14 Puts down one object deliberately to reach for another 1.15 Drops and picks up same object purposefully 1.16 Unwraps loosely wrapped objects 1.17 Develops preference for one hand over another 1.18 Nests objects graduated in size (up to four) 1.19 Places blocks or cubes in container 1.20 Strings large beads 1.21 Begins to imitate scribbling with crayon 1.22 Stacks 3 or 4 blocks with good coordination 1.23 Begins to turn the pages of a book, several at a time
(24-36 months)	1.24 Imitates vertical lines 1.25 Enjoys turning knobs and opening doors 1.26 Stacks 7-9 blocks 1.27 Imitates stirring movement 1.28 Screws and unscrews large lids 1.29 Makes circles with crayons 1.30 Turns pages one at a time 1.31 Folds paper in half with help 1.32 Snaps and unsnaps toy openings or snap-together beads

2. The learner will demonstrate prehandwriting skills (by 3 years)	2.01 Reproduces horizontal or vertical crayon strokes from example 2.02 Imitates simple designs (t, o, l, v) 2.03 Holds crayon with hand not fisted 2.04 Scribbles and seldom goes off the page 2.05 Grasps pencil appropriately between thumb and forefinger
3. The learner will demonstrate initial cutting skills (by 3 years)	3.01 Holds paper appropriately for cutting 3.02 Places scissors correctly on thumb and finger 3.03 Cuts with scissors, but with difficulty 3.04 Cuts dough or soft clay with cookie cutter

COMPETENCY GOAL(S)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Birth through two years, 0-2	
1. The learner will demonstrate initial feeding skills (0-1 year)	1.01 Exhibits sucking and rooting reflexes 1.02 Seals nipple tightly when sucking 1.03 Swallows soft foods 1.04 Uses tongue appropriately 1.05 Opens mouth as food is presented 1.06 Uses lips to close mouth appropriately 1.07 Feeds self with fingers 1.08 Drinks from a cup held by another 1.09 Holds cup in both hands to drink, if assisted 1.10 Discards bottle 1.11 Controls drooling 1.12 Takes food to mouth in spoon with help at one year; unassisted by two years 1.13 Lifts cup from table to drink; returns it 1.14 Drinks unassisted. Holds cup with both hands 1.15 Chews and swallows solid foods 1.16 "Scoops" food with spoon 1.17 Sucks from straw 1.18 Indicates desire for food or drink by gesturing and approximate utterances
2. The learner will demonstrate initial dressing skills (1-2 years)	2.01 Holds out arms and legs for dressing 2.02 Pushes arms through sleeves, legs through pants 2.03 Removes socks, shoes, coat, and "pull-down" garments 2.04 Assists with "pull-over" garments 2.05 Unzips large zippers 2.06 Recognizes the front of a coat 2.07 Unsnaps large snaps on front clothes 2.08 Attempts to unbutton and button large front buttons
3. The learner will demonstrate initial toileting skills (1-2 years)	3.01 Indicates when wet 3.02 Fusses after bowel movement 3.03 Gestures or verbalizes toilet needs fairly consistently by two years 3.04 Usually attains bowel control by 30 months 3.05 Pulls down pants when he needs toileting

	3.06 Urinates without toileting assistance by three years
4. The learner will demonstrate initial grooming skills (1-3 years)	4.01 Cooperates in washing and drying hands 4.02 Tries to wash hands and face without assistance 4.03 Takes towel from parent and wipes hands and face 4.04 Recognizes hot and cold faucets 4.05 Uses napkin if reminded
5. The learner will demonstrate initial awareness of household chores (1-3 years)	5.01 Remembers where objects are kept or where they belong 5.02 Avoids hazards in path 5.03 Imitates household actions or operations 5.04 Helps to put things away

Developmental Skills (3-6)

In development of self-help skills, gross motor skills and fine motor skills, the hearing impaired learner is expected to demonstrate abilities appropriate to chronological age expectations. Difference from hearing peers is more evident in the areas of socialization and cognitive skills development when there is generally a direct relationship between demonstrated skill and language ability.

PERSONAL-SOCIAL (Three years through six years, 3-6)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS
COMPETENCY GOAL(S)	These performance indicators are presented in a developmental framework, continuing from the beginning of the third year of life through age six. Each indicator is one of many which may assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Three through six years, 3-6	
1. The learner will demonstrate an awareness of feelings within self	1.01 Indicates pleasure (smiling, laughing) upon completion of task and is self-rewarded 1.02 Indicates displeasure (crying, frowning) when unable to complete a task 1.03 Discontinues task when unable to complete and moves to another activity 1.04 Seeks pleasureable experiences
2. The learner will be aware of differences between self and others	2.01 Discriminates auditorally and visually between self and those with whom he has frequent contact (family, friends) 2.02 Interacts differently with strangers and models acceptable behavior 2.03 Forms "opinion" of others and decides to interact or not interact 2.04 Chooses own friends
3. The learner will recognize similarity in others	3.01 Indicates awareness of rules by imitating actions of other children 3.02 Follows rules in group game led by adult 3.03 Develops sense of socially acceptable public behavior
4. The learner will recognize his own individuality	4.01 Plays independently for 20-30 minutes 4.02 Contributes to conversation upon request 4.03 Repeats rote activities for audience 4.04 States feelings spontaneously 4.05 Chooses own friends 4.06 Determines goals for himself 4.07 Acts out role, playing part or using puppet 4.08 Develops leadership skills
5. The learner will demonstrate growing sensitivity to the feelings of others	5.01 Greets others without reminder 5.02 Says "please" and "thank you" spontaneously 5.03 Will take turns 5.04 Apologizes most of the time without reminder 5.05 Comforts others in distress 5.06 Spontaneously shares property (toys or food) 5.07 Meets many personal needs independently

6. The learner will recognize the role of groups in daily activities	6.01 Follows rules of group games led by adult or older child 6.02 Carries out routine, simple chores independently following reminder with understanding that he is contributing to group tasks 6.03 Takes part in group games of two or more children for 20-30 minutes 6.04 Chooses to engage in group activities more frequently than independent acitivities
7. The learner will become aware of the territorial rights and privileges of others	7.01 Seeks permission to use toy being used by a peer 7.02 Stays in own yard 7.03 Asks or seeks permission to use objects belonging to others

COMPETENCY GOAL(S)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework, continuing from the beginning of the third year of life through age six. Each indicator is one of many which may assess a pupil's performance. Others may be considered if they are more appropriate for the learner
Three through six years, 3-6	
1. The learner will expand and further develop an awareness of his surroundings commensurate with his mental maturity. (3-4 years)	1.01 Distinguishes "boy" from "girl" upon request 1.02 Recognizes and denotes "same" from "different" 1.03 Analyzes and discriminates opposites 1.04 Matches objects successfully by color 1.05 Points to tongue, head, arm, leg and thumb 1.06 Knows which objects go together as pairs, families or groups 1.07 Knows how many fingers are on each hand 1.08 Identifies with own family, class, or group 1.09 Adds legs and arms to incomplete man 1.10 Draws approximations of a man or other familiar objects 1.11 Selects from a group of objects two that match 1.12 Matches symbols (letters and numbers) 1.13 Sorts objects by color, size and shape 1.14 Identifies from within a group an object which differs by color, size, shape or position
(5-6 years)	1.15 Tells what materials an object is made of 1.16 Tells what he is going to draw before drawing it 1.17 Knows right hand from left 1.18 Draws man in distinguishable parts: head, trunk, 4 limbs 1.19 Completes a picture when a part is missing 1.20 Predicts what will happen next 1.21 Orders objects by first, middle and last positions 1.22 Recalls up to four objects seen in a picture
2. The learner will develop the ability to deal with space and spatial relationships (3-4 years)	2.01 Names big and little objects 2.02 Matches objects by shape, size and position 2.03 Tells light from heavy objects 2.04 Puts together a two-part unit to make a whole

	2.05 Distinguishes objects by length - long vs. short
	2.06 Draws a V stroke through imitation
	2.07 Duplicates a 2-part block or bead sequence
	2.08 Can complete a six-piece puzzle
	2.09 Places objects "over" and "under" another upon command
(4-5 years)	2.10 Copies a square in imitation
	2.11 Points to "square," "triangle" and "circle" upon request
	2.12 Matches many geometric forms (rectangle, hexagon, octagon, cone, etc.)
(5-6 years)	2.13 Learns comparative forms (tall-taller, small-smaller, etc.)
	2.14 Names first, middle, and last positions
	2.15 Positions objects behind, beside, and in front of
	2.16 Knows left and right on self
	2.17 Arranges objects in first, second and third order
	2.18 Sequences objects by width and length
	2.19 Copies most simple shapes (square, cross, diamond, triangle, circle, etc.)
	2.20 Completes simple maze
	2.21 Copies pattern of up to ten blocks in imitation
3. The learner will associate names with objects in his environment (Please refer to the Language and Speech Sections for further skill development acquisition) (3-4 years)	3.01 Points to ten body parts on command
	3.02 Points to six primary colors on command: red, green, blue, orange, yellow and purple
	3.03 Names three colors on request
	3.04 Knows "boy" from "girl"
	3.05 Names members of own family
	3.06 Learns name of teacher(s)
	3.07 Identifies common foods or drinks by name (up to ten)
	3.08 Learns names of farm animals and pets
	3.09 Counts by imitation to five
(4-5 years)	3.10 Names three shapes: circle, square, and triangle
	3.11 Names four common objects in picture: dog, tree, bird, flower, etc.
	3.12 Knows "night" from "day"
	3.13 Names eight colors
	3.14 Names common coins: penny, nickel and dime

	Developmental Skills
(5-6 years)	3.15 Recognizes approximately half of the letters of the alphabet 3.16 Counts by rote to ten 3.17 Names days of the week 3.18 Knows month and day of birthday 3.19 Points to named numerals up to twenty-five 3.20 Names ten numerals 3.21 Recognizes all letters of the alphabet 3.22 Knows at least twenty common verbs 3.23 Knows several hundred common nouns 3.24 Uses most personal pronouns correctly (I, me, we, you, he, she, they) 3.25 Knows both first and last name
4. The learner will develop positive attitudes towards reading (4-6 years)	4.01 Listens to and "retells" stories 4.02 Enjoys story time with group 4.03 Enjoys individualized story sessions with parent/teacher 4.04 Dramatizes main character/plot 4.05 Repeats familiar rhymes 4.06 "Sings" some phrases from familiar songs 4.07 Participates in and enjoys trips to public and school libraries 4.08 Interprets picture books 4.09 Illustrates own experience activity appropriately 4.10 Interprets coloring books 4.11 Enjoys creating his own simple story or biography 4.12 Develops basic skills for book-handling (holds book securely, reads from left to right, turns pages singularly, and so on)
(See the other sections on Reading, Language and Developmental Skills for additional help with prereading skill acquisition)	

COMPETENCY GOAL(S)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework, continuing from the beginning of the third year of life through age six. Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner
Three years through six years, 3-6	
1. The learner will demonstrate increased ambulatory skills indicating refined gross motor ability (3 years)	1.01 Walks on tiptoe 1.02 Runs with coordinated, alternating arm movement 1.03 Walks on straight line 1.04 Walks up/down stairs unassisted, alternating feet
(4-5 years)	1.05 Marches 1.06 Runs changing direction 1.07 Hops on one foot five successive times 1.08 Walks on balance board 1.09 Climbs stepladder or slide 1.10 Skips alternating feet
2. The learner will demonstrate balance skills (3 years)	2.01 Stands momentarily on either foot 2.02 Jumps in place on both feet 2.03 Walks up and down stairs alternating feet (may hold with one hand) 2.04 Walks up and down stairs holding object in one hand while holding rail with other
(4-5 years)	2.05 Stands on one foot momentarily with eyes closed
(5-6 years)	2.06 Stands on either foot for five seconds 2.07 Walks balance beam heel and toe 2.08 Rides small bike using training wheels
3. The learner will demonstrate increased refinement of ball/toy handling skills (3 years)	3.01 Catches bounced ball with both hands 3.02 Kicks large ball with some directionality 3.03 Pushes and pulls large toys with ease 3.04 Turns sharp corners, pushing or pulling object
(4-5 years)	3.05 Guides direction of thrown ball 3.06 Dribbles ball with direction 3.07 Catches large ball with elbows flexed 3.08 Throws small ball overhand 3.09 Builds tower of 10 or more blocks
(5-6 years)	3.10 Hits ball with bat 3.11 Kicks ball after taking two or more coordinated steps 3.12 Jumps rope by self 3.13 Steers wagon or scooter while propelling with one foot 3.14 Rides small bike without training wheels 3.15 Catches small ball or bean bag with one hand

COMPETENCY GOAL(S)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework, continuing from the beginning of the third year of life through age six. Each indicator is one of many which may assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Three years through six years, 3-6	
1. The learner will demonstrate a range of fine motor skills requisite to educational development	1.01 Strings several large beads in two minutes 1.02 Folds paper in half with direction 1.03 Demonstrates correct pencil grasp 1.04 Builds tower of 5-6 blocks 1.05 Draws circle with direction 1.06 Paints picture and names it, oftentimes inappropriately by adult standards 1.07 Traces along vertical line 1.08 Puts together 3-4 piece puzzle or formboard 1.09 Cuts along straight line within 1/4 inch of line 1.10 Cuts along curved line 1.11 Draws simple recognizable pictures such as person, flower, house 1.12 Prints large, single capital letters on paper 1.13 Can copy small letters 1.14 Colors within the lines most of the time 1.15 Copies first name 1.16 Can cut out pictures within 1/4 of the edge 1.17 Draws a person with head, legs, eyes, nose, mouth, arm, trunk, hands and ears 1.19 Critiques own art 1.20 Makes recognizable clay objects 1.21 Traces letters

SELF-HELP (Three through six years, 3-6)	DEVELOPMENTAL SKILLS PERFORMANCE INDICATORS
COMPETENCY GOAL(S)	These performance indicators are presented in a developmental framework, continuing from the beginning of the third year of life through age six. Each indicator is one of many which may assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Three through six years, 3-6	
1. The learner demonstrates a refinement of feeding/eating skills	
(3-4 years)	1.01 Grasps glass with one hand 1.02 Controls spoon 1.03 Holds spoon in fingers (by four years) 1.04 Uses napkin without prompting most of the time 1.05 Feeds self for entire meal 1.06 Spreads with knife
(4-5 years)	1.07 Gets own cloth to clean spills 1.08 Serves self at table if adult holds serving bowl 1.09 Sets table properly with some prompting 1.10 Clears own place at table upon request
(5-6 years)	1.11 Uses knife for cutting soft foods 1.12 Pours liquid from a small pitcher 1.13 Serves self at table, passes food 1.14 Prepares dry food servings (cookies or cereals) 1.15 Prepares a simple sandwich 1.16 Manages own cafeteria tray
2. The learner demonstrates a refinement of dressing skills (3-4 years)	2.01 Removes own "pull-over" clothing 2.02 Puts on shoes, sometimes on wrong feet 2.03 Puts on "pull-on" garments: socks, shirt, coat, boots, pants, and mittens 2.04 Unzips front zippers 2.05 Unsnaps back snaps 2.06 Unbuttons large buttons on garments off self
(4-5 years)	2.07 Puts on shoes appropriately 2.08 Buttons front buttons 2.09 Unbuttons own clothing 2.10 Zips, putting foot in catch appropriately 2.11 Attempts to tie shoes
(5-6 years)	2.12 Dresses self completely, except back tie fastenings 2.13 Buttons back buttons 2.14 Snaps back fasteners 2.15 Ties shoes 2.16 Ties hood or scarf

3. The learner demonstrates a refinement of toileting skills (3-4 years)	3.01 Urinates without assistance 3.02 Is usually dry all night - may have occasional accidents
(4-5 years)	3.03 Wakes from sleep to urinate or stays dry all night 3.04 Cares totally for day toileting needs, including redressing, flushing of toilet and washing of hands
4. The learner will demonstrate a refinement of grooming skills (3-4 years)	4.01 Wipes nose when prompted 4.02 Brushes teeth with assistance 4.03 Rinses mouth 4.04 Washes face and hands without assistance
(4-5 years)	4.05 Bathes self, needing assistance for back and ears 4.06 Wipes nose without prompting 4.07 Brushes teeth without assistance 4.08 Brushes hair 4.09 Adjusts water temperature for bathing
(5-6 years)	4.10 Bathes without assistance 4.11 Combs hair 4.12 Cleans nails
5. The learner will demonstrate the emergency of self-reliance (4-6 years)	5.01 Puts toys away 5.02 Cleans up spills 5.03 Hangs up clothes on hangers 5.04 Goes about neighborhood without total supervision 5.05 Does one household chore each week 5.06 Chooses clothing appropriate to weather 5.07 Finds correct toilet in public places 5.08 Stops at curbs and stop signals/lights 5.09 Looks both ways before crossing street 5.10 Walks to nearby destination independently (school, playground, home) 5.11 Buckles own seat belt 5.12 Recognizes common hazard-to-health signs (poison, fire, etc.)

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Auditory Development

Auditory Development

The development of auditory skills is crucial to the overall educational, psychological and emotional growth of the child. The major goals of an auditory development curriculum are to provide the child with enough skills to use his residual hearing for environmental awareness, for comprehension of spoken language and to increase linguistic fluency and speech intelligibility.

Numerous factors such as age of onset, degree of hearing loss and early stimulation must be taken into account when deciding the entry point in the developmental sequence. Generally, the age at which the child is amplified defines his "hearing age." Therefore, an 18-month-old child who was amplified at 12 months will follow those goals defined at the 6 month level. Rate of progress will depend upon such conditions as consistency of amplification and stimulation as well as the child's ability to integrate and generalize these skills. "Hearing age" as opposed to chronological age should be considered.*

Many of the following competency goals and performance indicators are open-ended because sophistication of auditory skill development continues from kindergarten through high school and beyond. Factors such as levels of information and subject content must be considered parallel to the auditory achievement of the learner.

*Note: The ages cited throughout this section are "hearing age" and may not necessarily correspond to chronological age.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
1. The learner will demonstrate tolerance of hearing aid 0-Pre-Kindergarten	1.01 Allows insertion of earmold 1.02 Allows placement of body aid and apparatus or ear level aid 1.03 Allows aid to remain in place for increased periods of time without removing or dismantling 1.04 Experiments with aid in a non-destructive fashion (i.e., changes volume setting, switches on-off)
2. The learner will demonstrate desire to wear hearing aid 0-Pre-Kindergarten	2.01 "Requests" aid by becoming restless, pointing or other non-linguistic indicators 2.02 Smiles and shows pleasure while aid is being put on 2.03 Indicates (passively, then actively) when aid is not functioning 2.04 Protests when aid is removed 2.05 Attempts to adjust own aid 2.06 Indicates awareness of acoustic feedback
3. The learner will become familiar with routine care, use and maintenance of the hearing aid 0-Pre-Kindergarten	3.01 Identifies and describes parts 3.02 Places on self with ease 3.03 Values the aid 3.04 Appropriately adjust settings on the aid 3.05 Demonstrates ability to detect a faulty cord or receiver if body aid is used 3.06 Demonstrates ability to test and change batteries 3.07 Demonstrates ability to clean the earmolds 3.08 Requests assistance from parents/school when aid breaks down 3.09 Determines when new mold should be considered
4. The learner will demonstrate an awareness of sound 0-Pre-Kindergarten	4.01 Responds to sounds from gross to discrete by reflex acts 4.02 Responds to sounds from gross to discrete by voluntary facial or body gestures (i.e. smiling, frowning) 4.03 Responds to sounds from gross to discrete with vocalization 4.04 Localizes passively to sounds by nodding, turning, etc.

	4.05 Localizes actively to sounds by nodding, turning, etc.
	4.06 Shows awareness of music, inside/outside environmental sounds or speech without his attention being directed to the sound
	4.07 Shows awareness of all the above at increasing distances
5. The learner will demonstrate skills in attending to sound 0-Kindergarten	5.01 Localizes to sound
	5.02 "Listens" for mother's voice
	5.03 Listens for ever-increasing periods of time to environmental sounds such as TV and music
	5.04 Begins to attend to linquistic data (watches mother talk on phone)
	5.05 Waits to perform a directed task on auditory cue (e.g. drops block in box to non-linguistic then linguistic cue)
	5.06 Anticipates auditory events (e.g. Sound of daddy's car coming home, friend saying "bye-bye")
Kindergarten	5.07 Expands appreciation of rhyming and music
	5.08 Anticipates classroom routines (line-up time, pledge to the flag)
	5.09 Listens for announcements via PA system and is aware of sound for its duration. Understands that announcements have content which child attempts to understand through listening and/or asking
	5.10 Demonstrates ability to attend to linguistic information for increased periods of time (developing to the level of lecture)
6. The learner will develop skills in discriminating his auditory environment 0-Kindergarten	6.01 Responds to presence or absence of sound as described above
	6.02 Discriminates between two, then three gross sounds
	6.03 Discriminates between loud and quiet sounds
	6.04 Responds to high vs. low pitched sounds
	6.05 Attends to meaningful sounds while ignoring non-meaningful sounds
	6.06 Knows difference between parents' voices
	6.07 Discriminates siblings' voices

Kindergarten through high school

6.08 Discriminates animal sounds
6.09 Discriminates between sounds in the house such as a doorbell and blender
6.10 Discriminates between sounds outside such as a car horn and an airplane
6.11 Discriminates between the vowels oo, ah and ee
6.12 Discriminates on the basis of number of syllables
6.13 Discriminates inflectional patterns of the three basic intonational sentence types (statement, question, exclamation)
6.14 Discriminates between the various segmental classes (i.e. ma, pa, ba vs kee, gee)
6.15 Discriminates among segmental classes (pa, ta, ka)
6.16 Discriminates various speech routines (bye-bye, please, thank you, Please pass the _____.)
6.17 Responds to teacher's signals for change of activity
6.18 Discriminates speech routines of increasing complexity and length as an active participant
6.19 Develops awareness of speech routines in others when present as listener
6.20 Discriminates vowels, consonants and vowel consonant combinations appropriate to auditory ability
6.21 Understands meaning of bells for beginning of day, period changes, end of day and fire alarm
6.22 Demonstrates ability to use and gain information through specific audio and audio-visual equipment to individual capability (audio-card reader, tape recorder, etc.
6.23 Develops skills in ability to understand whispered speech
6.24 Discriminates ever-increasing complexity of suprasegmentals, segmentals and all linguistic elements

7. The learner will develop skills in auditory memory and sequencing
0 - Pre-Kindergarten

7.01 Uses short term memory to repeat animal sounds in echolalic fashion
7.02 Uses short term memory to repeat one, then two, then 3 words
7.03 Picks out one item from two, then three, upon auditory cue

	7.04 Picks out two, then three objects in sequence
	7.05 Performs one verbal direction, then two, then three in sequence
	7.06 Demonstrates short term memory skills by repeating phrases and sentences
	7.07 Demonstrates long term memory by gesturing past events to a picture stimulus
	7.08 Demonstrates long term memory skills by saying name upon request
	7.09 Names family members and pets on request
	7.10 Names important things in his environment
	7.11 Generates spontaneous one word, then two word, then three word utterances meaningfully
	7.12 Can supply rhythmic pattern and key words of repetitive familiar nursery rhymes
	7.13 "Sings" repetitive songs and rhymes such as the alphabet song, happy birthday and familiar poems
	7.14 Tells age and birthday
Kindergarten	7.15 Tells address upon request
	7.16 Describes past events
	7.17 Repeats a series of numbers or letters presented in random order (4,2,1,3)
	7.18 Demonstrates ability to predict future events based upon past experiences in appropriate sequence.
Elementary and up	7.19 Demonstrates ability to role-play with peers in both structured and non-structured situations (remembers "part" and follows appropriate auditory cue)
	7.20 Discriminates among sentences of increasing length/segmental information from a structured language activity
	7.21 Can supply information specific to grade-level curriculum materials upon request (rhythmic patterns, synonyms, antonyms, homonyms) in appropriate auditory sequence
	7.22 Uses re-auditorization of mnemonic devices to remember sequencial information for tests and exams ("HOMES" = the five great lakes Huron, Ontario, Michican, Erie, Superior)

8. The learner will develop proficiency in the utilization of his auditory feedback mechanism 0-Pre-Kindergarten	8.01 Enjoys his own preverbal vocalizations 8.02 Imitates non-linguistic sounds such as coughing, yelling and boo-boo 8.03 Imitates inflectional patterns playfully (e.g. "oo" continuous from high to low pitch while going down a slide) 8.04 Tests own hearing aid when it is put on 8.05 Babbles to listeners freely 8.06 Imitates mother's/teacher's verbalizations freely and upon request 8.07 Understands the concept of turn-taking in communication 8.08 Approximates temporal, inflectional and intensity characteristics of speech and language 8.09 Refines own vocalizations upon request 8.10 Independently modifies own vocalization 8.11 Repeats phrases and sentences to himself when not sure of the content for clarification 8.12 Asks for clarification if he does not understand the speaker 8.13 Continues expansion of above skill level
Preschool-High School	
9. The learner will develop auditory figure-ground skills 0-Pre-Kindergarten	9.01 Discriminates non-linguistic information in an acoustically controlled environment 9.02 Discriminates non-linguistic information in an environment where quiet noise has been introduced (e.g. radio or soft music) 9.03 Discriminates non-linguistic information in a situation where there is normal ambient noise 9.04 Discriminates non-linguistic information in noisy situations
Pre-Kindergarten-Kindergarten	9.05 Discriminates suprasegmentals of pitch, intensity, loudness and duration as they form intonational patterns in an acoustically controlled environment 9.06 Discriminates segmentals of speech in acoustically controlled environment 9.07 Understands language and can perform requested acts in an acoustically controlled environment 9.08 Can engage in communicative turn-taking in an acoustically controlled environment 9.09 Discriminates suprasegmentals (as in 9.05) in quiet noise

	9.10 Discriminates segmentals in quiet noise
	9.11 Understands verbal directions in quiet noise
	9.12 Engages in communicative turn-taking in quiet noise
	9.13 Discriminates suprasegmentals (as in 9.05) when there is normal ambient noise
	9.14 Discriminates segmentals when there is normal ambient noise
	9.15 Understands verbal directions in normal ambient noise
	9.16 Engages in communicative turn-taking in normal ambient noise
	9.17 Discriminates suprasegmentals in noisy situations
	9.18 Discriminates segmentals in noisy situations
	9.19 Understands verbal directions in noisy situations
	9.20 Engages in communicative turn-taking in noisy situations
	9.21 Discriminates all auditory input (as outlined above) from increasing distances
Kindergarten-Grade 4	9.22 Discriminates all auditory input (as outlined above) when there are competing messages (e.g. follows conversation among a group of people, understands teacher's comments over a movie or a filmstrip)
Elementary-Adulthood	9.23 Continues to expand above skills commensurate with grade level requirements and increased volume of information
10. The learner will become self-directed in conservation and further refinement of auditory skills	10.01 Knows the process for developing skills a. awareness b. discrimination and recognition
Elementary-Adulthood	10.02 Knows he must listen for information from prosodic features
	10.03 Knows he must use contextual cues
	10.04 Asks others to help him practice
	10.05 Actively seeks out that auditory information which will be needed to function in a novel situation such as a new church, convention, doctor's office (e.g. Where in the room are the acoustics the best? Where will the speaker be sitting?)

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Language

Language development is of critical importance to the socialization, education and general well-being of every child. With the hearing impaired child this task lies at the very heart of his growth. However, not only is language a problem for the child; it is a problem for the teacher as well. Without a doubt, it is a complex, multi-dimensional issue which is poorly understood at best and highly controversial at worst. The task presented the teacher is either too structured when a particular set of skills is dictated or too ambiguous when she is only given theory.

This section is intended to provide the teacher with two paths to follow. Initially, a recommended sequence of skill development is set forth. While the teacher is following this sequence at the practical level, she should also pursue the path of study outlined in the second segment. Areas of study are outlined and briefly discussed, and possible references are listed.

Knowledge in the area of language acquisition grows by leaps and bounds daily. The teacher of the hearing impaired will need to follow the literature in this area very closely.

COMPETENCY GOAL(S)	LANGUAGE PERFORMANCE INDICATORS These performance indicators are presented in a developmental framework, with the terminal point of achievement being reached by the beginning of the third year of life. Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
Age 0 - 2 years	
1. The learner will demonstrate initial receptive language skills	1.01 Notices faces of others 1.02 Stops crying when someone enters the room 1.03 Anticipates feeding at sight of food 1.04 Responds to friendly speech and fondling with a smile or coo 1.05 Responds to angry voice and expression with a frown 1.06 Recognizes and responds to own name 1.07 Recognizes family names (Mommy, Daddy, etc.) 1.08 Understands "no-no" 1.09 Listens or attends selectively to familiar words 1.10 Recognizes body parts (i.e., nose, eye, mouth, etc.) 1.11 Recognizes familiar pictures (dog, cat, key, etc.) 1.12 Attends to and follows simple commands (Give it to Daddy. Close the door.) 1.13 Understands several directions which include prepositional phrases. 1.14 Can correctly match primary colors (red, blue, yellow and green) 1.15 Begins to comprehend simple time concepts (in a little while, now, day, and night) 1.16 Understands and responds appropriately to simple phrase with key words (Do you want to go? Where is Mommy?)
Age 3 years - Kindergarten	
1. The learner will increase receptive language skills	1.01 Understands prepositional phrases (in the box, under the chair, etc.) 1.02 Begins to understand the concept of pronominalization 1.03 Understands simple explanations (Let's go eat. You can play after we eat.) 1.04 Follows simple one-step commands

1.05 Recognizes increased number of body parts (thumb, toes, knee, etc.)
1.06 Recognizes increased number of familiar pictures (pencil, wagon, fish, etc.)
1.07 Can correctly name increased number of colors (pink, gray, etc.)
1.09 Recognizes print as a form of communication (names, objects, etc.)
1.10 Recognizes common nouns in daily living
1.11 Recognizes common verbs used in daily living
1.12 Recognizes common adjectives used in daily living
1.13 Understands questions utilizing What? Who? and Which one?
1.14 Determines meaning of simple words and phrases when given situational clues
1.15 Understands conversation regarding past or future events
1.16 Understands increasingly complex language
1.17 Extended understanding of time concepts (today, tonight, tomorrow, morning, afternoon, etc.)
1.18 Expresses toilet needs
1.19 Uses two to three word sentences
1.20 Refers to self by name
1.21 Says "thank you" and "please" appropriately
1.22 Uses plurals which add only "s"
1.23 Use of pronouns emerges
1.24 Initiates simple questions
1.25 Begins to use past tense and "ing"

Grades 1 - 3

1. The learner will increase receptive language skills

1.01 Demonstrates correct color recognition for 10 colors
1.02 Demonstrates correct visual discrimination of shapes
1.03 Demonstrates correct visual discrimination (matching) of upper case letters and numbers
1.04 Identifies 10-15 body parts correctly
1.05 Acquires knowledge of directional/positional skills: up, down, in, out, backward, etc.
1.06 Comprehends and follows combination of 2 to 3 verbal directions
1.07 Recognizes numerals from 1-100
1.08 Matches symbol (number 1-100) with quantity
1.09 Recognizes and uses upper case letters
1.10 Recognizes and uses lower case letters
1.11 Expands basic sight vocabulary
1.12 Recognizes common signs (stop, women, men, danger, etc.)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
Age 0 - 2 years	
1. The learner will demonstrate initial expressive language skills	1.01 Smiles appropriately in response to people or environment 1.02 Responds with facial expression to sudden loud noise 1.03 Laughs 1.04 Cries and makes sounds of discomfort 1.05 Coos and gurgles 1.06 Responds with vocalization when talked to 1.07 Squeals 1.08 Raises arms in response to mother or adult reaching for child 1.09 Vocalizes to toy or pet of interest 1.10 Makes singing tones or sounds 1.11 Shakes head "no" 1.12 Babbles 1.13 Waves "bye-bye" appropriately 1.14 Demonstrates affection 1.15 Vocalizes "mama" or "dada" 1.16 Imitates sounds or syllables 1.17 Nods head for and/or vocalizes "yes" 1.18 Uses one to three words other than "mama" or "dada" 1.19 Expresses wants to needs 1.20 Responds appropriately to simple "yes" or "no" questions 1.21 Names familiar objects 1.22 Asks for food 1.23 Voices own first name 1.24 Voices own full name
Age 3 years - Kindergarten	
1. The learner will increase expressive language skills	1.01 Asks simple questions about people, places, events, and things 1.02 Uses simple negative phrases correctly 1.03 Uses plurals others than adding "s" (e.g., foot, feet) 1.04 Uses two to four word sentences 1.05 Responds with personal data (age and sex) 1.06 Delivers a simple message correctly 1.07 Tells story from pictures 1.08 Demonstrates interest in others' conversation 1.09 Uses and response to greetings appropriately 1.10 Expands vocabulary

1.11 Correctly identifies most colors when pointed to
1.12 Correctly identifies most shapes when pointed to
1.13 Counts from 1 to 9 by rote
1.14 Recites part of alphabet

Grades 1-3

1. The learner will increase expressive language skills

1.01 Expands use of sentence structures to all basic forms
1.02 Learns expanded personal data (telephone number, street address, birth date, etc.)
1.03 Counts from 1 - 100, by units of one, five, and ten
1.04 Recites alphabet
1.05 Expands use of phrases and clauses
1.06 Correctly articulates consonant sounds
1.07 Articulates consonant blends
1.08 Asks simple questions
1.09 Writes numerals sequentially 1 to 100
1.10 Writes personal data (name, address, age, birth date, etc.)
1.11 Demonstrates use of correct subject/verb agreement in sentences
1.12 Uses articles appropriately
1.13 Utilizes correct sentence order (subject, verb phrase, complement, and so on)
1.14 Uses appropriate verb tenses
1.15 Demonstrates correct use of pronouns
1.16 Knows and uses basic question forms (yes/no, wh-questions, tag questions, subject-auxiliary inversion)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
Grades 4-6	
1. The learner will understand word attack skills	1.01 Recognizes the root word in a given affixed word 1.02 Identifies the meaning of a suffixed word in a sentence 1.03 Identifies the meaning of a prefixed word in a sentence 1.04 Identifies the meaning of a suffixed word given the meaning of the root 1.05 Identifies the meaning of a prefixed word given the meaning of the root 1.06 Identifies the singular or plural noun that forms its plural in an irregular manner 1.07 Identifies a singular or plural word to complete a sentence 1.08 Identifies the sentence in which the singular or plural nouns are used correctly 1.09 Identifies the possessive noun to complete a sentence correctly 1.10 Identifies a sentence from a group of sentences which uses a possessive noun correctly 1.11 Identifies the noun that the pronoun refers to in a sentence 1.12 Identifies the possessive pronoun to complete a sentence correctly 1.13 Identifies the comparative form of an adjective or adverb to complete a sentence correctly 1.14 Identifies the superlative form of an adjective or adverb to complete a sentence correctly 1.15 Identifies the sentence from a group of sentences which uses the comparative form of an adjective or adverb correctly 1.16 Identifies the sentence from a group of sentences which uses the superlative form of an adjective or adverb correctly 1.17 Identifies the inflected form of a verb to complete a sentence correctly (s, es, ies, ed, n) 1.18 Identifies the sentence from a group of sentences where the inflected verb form is used correctly.

	1.19 Identifies the verb necessary for subject-verb agreement in a sentence
	1.20 Is aware of irregular verb forms
	1.21 Identifies a word ending in "er" or "or" as a noun, verb or adjective when given in a sentence
	1.22 Identifies how the suffix changes the part of speech of a word in a given root word with a suffix
	1.23 Identifies a word ending in "s" as a verb, a plural noun or a possessive noun when given in a sentence
	1.24 Identifies the present, past and future tense of a sentence
	1.25 Recognizes the function of parts of speech in context: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
	1.26 Identifies the syllabification of a word
	1.27 Identifies the primary accented syllable of a word
	1.28 Is aware of the unstressed syllable in a word
	1.29 Is aware of violators of expected spelling patterns
	1.30 Identifies the correct use of a period, question mark, exclamation point, quotation marks, colon and semicolon
	1.31 Identifies the correct use of a comma
	1.32 Identifies the correct use of capital letters for a sentence beginning, a proper name, a place name and a book title
	1.33 Identifies the correct use of parenthesis, apostrophe, italics and hyphen
2. The learner will develop a broad vocabulary	2.01 Identifies pairs of words as synonyms, antonyms or neither
	2.02 Identifies the meaning of a homonym in context
	2.03 Identifies the meaning of a homograph in context
	2.04 Identifies the meaning of an unfamiliar word in context
	2.05 Uses context clues to identify a word to complete a sentence correctly
	2.06 Identifies the literal meaning of a sentence using figurative language
	2.07 Identifies the meaning of a simile in a sentence
	2.08 Identifies the meaning of a metaphor in a sentence

	2.09 Identifies the meaning of an idiom in a sentence
	2.10 Identifies the meaning of personification in a sentence
	2.11 Identifies the word represented by an abbreviation
	2.12 Identifies the meaning of a numeral or symbol, given a numeral or symbol
	2.13 Understands the use of how, where, when, who and what
3. The learner will develop literal and interpretive comprehension	3.01 Follows written directions
	3.02 Identifies a detail from the material in a reading selection
	3.03 Sequences the main events in a reading selection
	3.04 Identifies the setting in a story
	3.05 Identifies the word that describes the classification of a related set of words
	3.06 Identifies an appropriate title for a reading selection
	3.07 Identifies the theme of a fictional story
	3.08 Identifies the mood of a fictional story
	3.09 Identifies a paraphrase for a given story
	3.10 Identifies a sentence summarizing a reading selection
	3.11 Identifies the period or time span of a story, part of a story or specified event
	3.12 Identifies a conclusion based on a reading selection
	3.13 Identifies the emotions of characters in a reading selection
	3.14 Selects the example of sensory imagery that answers a question based on a reading selection
	3.15 Identifies a cause and effect relationship in a reading selection
	3.16 Identifies the correct answer by comparing and contrasting material in a reading selection
	3.17 Identifies the correct answer by drawing inferences from a reading selection
	3.18 Identifies the correct answers to questions based on a natural science or social studies selection

4. The learner will develop critical comprehension	4.01 Identifies the author's purpose in a reading selection 4.02 Identifies statements of fact or opinion when given sentences stating fact or opinion 4.03 Identifies the author's opinion in a reading selection 4.04 Identifies facts presented by the author to support his opinion in a reading selection 4.05 Identifies in a set of questions the one that cannot be answered from the material in a reading selection 4.06 Identifies statements that represent illogical thinking in a reading selection 4.07 Differentiates among literary forms: fable, legend, myth, autobiography, satire
5. The learner will develop good study skills	5.01 Identifies the function (pronunciation, definition or part of speech) of each part of a sample dictionary page 5.02 Identifies the correct pronunciation of a word using a pronunciation key 5.03 Identifies the correct pronunciation of a word in context when given a sample dictionary page 5.04 Identifies an encyclopedia volume that has information on a specific topic when given an illustration of encyclopedia volumes 5.05 Identifies the key word to use to find a topic in an encyclopedia when given a sentence with a key word 5.06 Identifies the author, title or call number of a book when given a sample library card catalog 5.07 Identifies the drawer from an illustration of a card catalog which has an author, a title or a subject card 5.08 Identifies page references for a specific topic from a sample book index page 5.09 Identifies the location of a specific topic from a sample index page from a book 5.10 Identifies a book title, author or publisher of specific references from a sample bibliography page 5.11 Identifies the source (newspaper, magazine, telephone book or timetable) to use to find information on a topic when given a question on a specific topic 5.12 Identifies the source (dictionary, encyclopedia or card catalog) to use to find information on a topic when given a question on a specific topic

	5.13 Identifies the source (almanac, atlas or thesaurus) to use to find information on a topic when given a question on a specific topic
	5.14 Identifies specific information from a simple map, globe and atlas
	5.15 Identifies specific information from a sample diagram, graph and table
	5.16 Takes notes from various sources in a form that is useful
	5.17 Identifies a main topic, subtopic or detailed sentence from a passage to correctly complete an outline that has topics missing
	5.18 Skims to preview materials to determine content, to review or to determine whether the information is pertinent to the need
	5.19 Scans to find numbers, dates and answers to specific questions
	5.20 Recognizes that reading rate varies according to the type of material being read
6. The learner will develop creative skills	6.01 Uses voice intonation and enjoys rhythm in words
	6.02 Engages in cooperative planning
	6.03 Participates in development of experience charts
	6.04 Tells original stories: uses whole sentences, recognizes sequencing, recognizes details
	6.05 Participates in choral speaking
	6.06 Memorizes poems
	6.07 Writes original stories: uses complete sentences, recognizes sequencing, recognizes details
	6.08 Expresses ideas gained from reading and through media
	6.09 Engages in creative dramatics by interpreting ideas and stories through discussion, dramatization, drawing, etc.

Grades 7 - 12

1. The learner will understand the structural analysis of language expression	1.01 Recognizes usage of nouns: singular, plural, proper, common, possessive subject, etc. 1.02 Recognizes usage of pronouns: personal, possessive, objective, nominative, relative, interrogative, antecedents 1.03 Recognizes usage of verbs: agreement, tense, irregular, predicate, etc. 1.04 Recognizes the function of parts of speech in content: preposition, conjunction, interjection, adjective 1.05 Demonstrates paragraph organization through sentence sequence, topic sentence development, and concluding sentence
2. The learner will understand the structural analysis of language mechanics	2.01 Properly capitalizes sentences, proper nouns, title of person, geographical names, I, salutations, quotations, titles of books and chapters, etc. 2.02 Uses correct punctuation - period, question mark, exclamation, colon, semicolon, hours and minutes, parenthesis, apostrophe, italic, hyphen, comma, etc. 2.03 Identifies synonyms, antonyms, homonyms, homographs, acronyms 2.04 Identifies the meaning of an unfamiliar word by use of context clues 2.05 Understands the literal meaning of a sentence using figurative language 2.06 Names and understands similes, metaphors, idioms, personification 2.07 Identifies the word represented by an abbreviation 2.08 Understands the use of how, where, when, who, why, what, which 2.09 Understands vocabulary specific to a content area 2.10 Understands that differences between dialect and standard English exist
3. The learner will demonstrate proficiency in literal comprehension	3.01 Reads to find details, sequence, setting
4. The learner will demonstrate proficiency in interpretative comprehension	4.01 Reads to find main idea, theme, mood, setting

	4.02 Formulates main idea, theme, mood, setting. Draws conclusions, understands character emotions
	4.03 Reads to compare and contrast categories, ideas, words, etc., according to types of relationships
5. The learner will demonstrate proficiency in critical comprehension	5.01 Identifies the author's purpose in a reading selection: to inform, to entertain, to persuade
	5.02 Identifies statements as fact or opinion
	5.03 Analyzes information
	5.04 Synthesizes information
	5.05 Evaluates information
	5.06 Recognizes fallacies in reasoning
	5.07 Reacts personally to print
	5.08 Compares various sources to determine relevancy and/or authenticity of information
	5.09 Differentiates among literary forms such as fable, legend, myth, autobiography, satire, humor, exposition
	5.10 Recognizes different value systems, especially those expressed through writings from different cultures
6. The learner will acquire adequate study skills	6.01 Alphabetizes by as much as third or successive letters
	6.02 Identifies and uses guide words in a dictionary
	6.03 Identifies the following in a dictionary entry: definition, pronunciation(s), parts of speech, syllabication/accents, antonyms, synonyms, word origin, usage labels
	6.04 Identifies diacritical marks from the pronunciation key
	6.05 Correlates diacritical marks to the sounds they represent
	6.06 Uses index and cross-references to locate specific information on subtopics
	6.07 Identifies and uses the information on a catalog card
	6.08 Uses information from book parts: title page, copyright page, table of contents, glossary, bibliography, index
	6.09 Identifies and uses reference materials: newspaper, magazine, telephone directory, timetable, dictionary, encyclopedia, card catalog, almanac, atlas, thesaurus
	6.10 Identifies and uses the Dewey Decimal System and Library of Congress designations to locate information

	6.11 Identifies and uses information from the Readers Guide to Periodical Literature, vertical file, biographical dictionaries, and other indexes
	6.12 Identifies information from a map or globe: key or legend, map-face label/shadings, cardinal directions, intermediate directions, distance comparisons
	6.13 Identifies specific information from an atlas: type of map, uses the above features also listed
	6.14 Identifies specific information from diagrams: time lines, cross sections, cycles, set-up (site layout)
	6.15 Identifies types of graphs and information found on them: line, bar, circle, picture
	6.16 Identifies specific information from tables: schedules, subjects, comparisons of information
	6.17 Takes notes from various souces in a useful form
	6.18 Identifies the parts of an outline: main topic, subtopic, detailed sentence
	6.19 Formulates an outline from a given selection with appropriate topic heading, subtopics and supporting details
	6.20 Changes reading rate according to material being used
	6.21 Transfers study skills for use with other souces
7. The learner will possess survival skills	7.01 Recognizes non-verbal signs, symbols, gestures
	7.02 Follows basic directions: textbooks, road signs, building signs, etc.
	7.03 Follows sequential directions: teacher directions, games, first aid, cooking, etc.
	7.04 Follows directions on caution signs, labels, and other warnings
	7.05 Follows directions to arrive at a particular destination
	7.06 Fills in example forms correctly: job applications, checks, income tax, driver's test, rental application, voter registration form, application for social security, bank signature card, etc.
	7.07 Interprets forms: contracts, bills, cash register receipts, warranties, TV listing, bank statements, etc.
	7.08 Demonstrates proficient paragraph and letter writing skills and skill in writing a resume

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.

The acquisition of language is one of the most complex of all endeavors and requires that the teacher of the hearing impaired has a concise understanding of how language is organized.

The linguistic approach to language allows us to analyze the various aspects which need to be taken into consideration. It is helpful to think in terms of a framework for approaching these skills. The following grid is offered as such a framework. Examples of each of these components are found in the language and speech sections of this manual.

	PRIMARY LINGUISTIC SKILLS (language per se)		SECONDARY LINGUISTIC SKILLS (Acquired skills)	
	comprehension	production	reading (comprehension)	writing (production)
morphology				
phonology			This section of the grid is dealt	
syntax			with elsewhere in the manual.	
semantics				
pragmatics				

MORPHOLOGY

Morphology refers to the smallest unit of meaning at the word level. For example, dog + s = 2 morphemes.

Morphology is related to syntax in that a morpheme may change the grammar (quick + ly - changes an adjective to an adverb). It is related to semantics as in the case of changing the tense of verbs which can in turn change the entire meaning.

According to Brown, morphemes are acquired in a relatively fixed order. Brown studied the acquisition order of 14 morphemes and found that they were generally acquired in somewhat the following order:

1. present progressive
2.3. in, on
4. plural (s,-es)
5. past irregular
6. possessive
*7. uncontractible copula (This is mine.)
8. article
9. past regular
10. tnird person regular
11. third person irregular
12. uncontractible auxiliary (The horse is winning.)
13. contractible copula (He's tall.)
14. contractible auxiliary (The cat's climbing the tree.)

*A copula is a "be" verb used as the sole verb of the sentence. (He is tall.)
A "be" auxiliary is added in front of another verb. (He is going.)

Berko-Gleason identifies some other morphemes. These are not necessarily in order of acquisition.

1. diminutive (pig-piglet)
2. derived adjectives (the spotted dog)
3. irregular plural (child, children)
4. third person singular (farm-farmer)
5. comparative and superlative (bigger, biggest)
6. progressive (run-running)
7. compound words
8. prefixes and suffixes
9. adjectival inflection (quirky, quirkier, quirkiest)

For the nearing impaired, the teacher needs to be aware of exposing pupils to these morphemes in developmental order.

PHONOLOGY

Pnonology refers to the sound system of language. Morphology, syntax and semantics are expressed through phonology. This being the case, it is apparent that speech problems aren't simply problems of articulation but are also highly dependent upon overall linguistic representation.

This system is discussed more completely under the speech section. Refer to books by Ling.

SYNTAX

Syntax refers to the structure of sentences, their word order, and the changes which take place in that word order. Syntax is the device which relates sounds (phonology) to meaning (semantics). It is the glue which holds it all together. It is extremely important to note that language cannot be developed by drilling vocabulary in isolation. We need to move to the sentence level as quickly as possible.

There are many guides which outline the developmental progression of syntactic structures. Blackwell et al. in Sentences and Other Systems does a fine job of this. An alternate source is the chart located in the back of Streng, Kretschmer and Kretschmer (1978) text, Language, Learning and Deafness. A suggested sequential acquisition of syntactic structures for expressive purposes for hearing impaired children is presented at five levels, each level corresponding to a Piagetian stage of development.

Following is a list of examples of sources you may use to familiarize yourself with the structures being discussed:

Level I

Dale, Philip, S. Language Development: Structure and Function. 2nd ed. New York: Holt, Rinehart and Winston, 1976.

Level II

DeVilliers, Jill and DeVilliers, Peter. Language Acquisition. Cambridge, Mass.: Harvard University Press, 1978.

Blackwell, Engen, Gischgrund and Zarcadoolas. Sentences and Other Systems. Washington, D.C.: A.G. Bell Assn. for the Deaf, 1978.

Levels III and IV

Trantham and Pederson. Normal Language Development. Baltimore, MD: The Williams and Wilkings, Co., 1976.

Brown, Roger. A First Language. Cambridge, Mass: Harvard University Press, 1973.

Level V

Muma, John. Language Handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978. (esp. chapter 6)

Menyuk, P. The Acquisition and Development of Language. Englewood Cliffs, NJ: Prentice-Hall, 1971.

SEMANTICS

Semantics refers to the underlying meaning and relationships which are expressed through phonology, morphology and syntax.

Initially the child indicates meaning through gesture and preverbal vocalization, for example, pointing, gesturing and vocalizing. Single words begin to emerge and then the child moves into a two word stage. The semantic relations between these two word utterances lay the groundwork for all later semantic development and have been defined by numerous authors. The following list can be found in Dale's book, Language Development: Structure and Function.

1.	Nomination	that + N	that book
*2.	Notice	hi + N	hi belt, hi tree, oh kitty
3.	Recurrence	more + N, 'nother + N	more milk
4.	Nonexistence	allgone + N, no more + N	allgone rattle
5.	Attributive	Adj. + N	big train
6.	Possessive	N + N	mommy lunch
7.	Locative	N + N	sweater chair
8.	Locative	V + N	walk street
9.	Agent-Action	N + V	Eve read
10.	Agent-Object	N + N	mommy sock
11.	Action-Object	V + N	put book

When these structures are spontaneously used by the hearing impaired child, it is acceptable at that stage. It is the responsibility of the teacher to model back the correct structure.

Additional sources to consult:

Halliday, M.A.K. "Learning How to Mean," Foundations of Language Development - A Multidisciplinary Approach., eds. E. Lennenberg and E. Lennenberg. New York: Academic Press, 1975.

Dale, Philip S. Language Development: Structure and Function, 2nd ed., Chapter 7. New York: Holt, Rinehart and Winston, 1976.

*When the learner is using the semantic relationship of notice he does not have the cognitive understanding of animate vs. inanimate objects.

PRAGMATICS

Pragmatics is the late comer on the linguistic scene. Muma describes pragmatics as "the set of sociolinguistic rules one knows and uses in determining who says what to whom, how, why, when, and in what situation." It refers to the appropriateness of the communication. Since language occupies a central role in social learning,it is important to attend to pragmatic development.

One aspect of pragmatics is "proxemics" or the distance between communicators.

Proxemic territories include:

1. intimate
2. personal
3. social
4. public

Sources:

Muma, John. Language Handbook. Englewood Cliffs, NY: Prentice-Hall, Inc., 1978.

Bates. Language and Context: The Acquisition of Pragmatics. New York: Academic Press, 1976.

Bates. "Pragmatics and Sociolinguistics in Child Language," Normal and Deficient Child Language. eds., D. Morehead and A. Morehead. Baltimore: University Park Press, 1976.

Curtiss, S., Prutting C., and Lowell, E. "Pragmatics and Semantic Development in Young Children with Impaired Hearing," Journal of Speech and Hearing Research, Vol. 22 (September, 1979) 534-552.

LANGUAGE SYSTEMS

There are numerous systems which the child must incorporate into his language to become a competent speaker and user of language. Listed are six such systems. The phonological, morphological, syntactic and semantic implications of each should be investigated and understood clearly when designing language goals and objectives.

PRONOMINAL SYSTEM (in order of development in the normally hearing child)

Indefinite Pronouns

it
this
that

one
some
other
another
something
somebody
any
everything
both
few
first
last

Personal Pronouns

nominal case
I
you
he
she

they (this one develops after the objective case)
those
we (these two develop later on)

objective case
me, you, her, him,us, them

possessive pronouns
your, yours, her, hers, his, our, ours, their, theirs

reflexive pronouns
myself, yourself, himself, herself, ourselves, yourselves, themselves

wh-pronouns
which, what, who

NEGATION SYSTEM

The negation system is very complex. Following is the order in which the normally hearing child acquires negation.

1. The negative is indicated by a shake of the head or a recognizable gesture.
2. The negative element precedes a holophrastic phrase (no cookie).
3. The child develops sentences to include subject and object (I eat).
4. The negative element follows the subject of a sentence. (Doggie no eat) (That not mine)
5. The negative element is added to the auxiliary and/or modal. (I can't do it! Don't.)
   Can't and don't are special words. They are used generally before the child incorporates auxiliaries into his other sentences. They are learned for practical use before they are used syntactically.
6. The negative element is used in combination with indefinite pronouns. Use is later refined to follow acceptable grammatical patterns. (I not doing nothing.) This is a double negative and requires higher order cognitive development for the child to understand. Use of this structure precedes the child's cognitive ability to deal with it, therefore, there is a period of inaccurate usage. When these structures are spontaneously used by the hearing impaired child, it is acceptable at that stage. It is the responsibility of the teacher to model back the correct structure.

AUXILIARY SYSTEM

Tense (past, present)
Modals (will, can, may, etc.)
Do - support
Aspect be + ing (is running)
have + participle (have gone - have jumped)

(Initially there is no auxiliary system. We say that the verb is uninflected. e.g. I go play now.)

Normal Development of the Verb and Its Auxiliary System

Pattern	Example	Age at Which the Pattern is Emerging in the Child
uninflected verb (no auxiliaries are used)	Doggie eat bone.	By 18 months
is copula	He is funny.	18-27 months
irregular past	I ran.	By 25 months
regular past	Kitty jumped.	By 29 months

can	I can get (it)	By 31 months
do	I do it!	By 36 months (don't comes at least six months before "do")
*simple infinitive	I wanna go. (want to)	By 26 months
are copula	They are cute.	By 33 months
*different subject infinitive	Go see her.	By 36 months
did	I did it!	By 36 months
is auxiliary	Doggie--eating dinner.	Begins using without is by 24 months
	Muffy is eating dinner.	Established by 35 months
are auxiliary	They are chasing him.	By 33 months
will (in answer to questions)	I will.	By 30 months
would (in answer to questions)	I would.	By 31 months
was copula	It was big.	By 36 months
have - n	He has got big eyes. (emerges as "He gots big eyes." but becomes refined after 3 years)	By 33 months
gerund	Swimming is fun.	By 32 months
*noncomplementary infinitive	She's trying to make it.	By 33 months
should	You should see this.	By 3 years
could	He could play with me.	By 3 years
was copula	He was tired.	By 3 years
were copula	They were old.	By 3 years
might	I might go.	After 3 years
must	You must try.	After 3 years
was auxiliary	Daddy was throwing the ball.	After 3 years
were auxiliary	They were swimming.	After 3 years

The ages given for the above structures indicate when these structures are beginning to emerge. The process of emergence into stabilized use will continue for a period of time and the child will slip in and out of correct use until the structure is stabilized. This inconsistent usage is to be expected. The teacher should appropriately model the correct structure for the child until correct use is established.

*Infinitival complements occur when there are two main verbs in the sentence (I want to see it). "To" is often omitted initially. At first, both verbs refer to the subject of the sentence. In different subject infinitives the two verbs refer to two different subjects (Make Tommy stop). In noncomplementary infinitives two verbs come together but not necessarily to complement each other (Go see her). In "I want to go," the "to go" refers back to what is wanted. In "Go see her," "see" doesn't refer back to "go."

QUESTION SYSTEM

1. Yes/No questions (Statement with rising intonation - Daddy go?)
2. Yes/No questions - Is that mine?
3. Wh-questions
   where, who, what
   (when and why develop later on)
4. Tag questions - That's not mine, is it?
5. Development of the use of auxiliaries and modals incorporating Subject - Auxiliary Inversion
   e.g. "I can go?" becomes "Can I go?"
   Do you have one?
   Will he come?
6. Imbedded questions - This is by far the most complex level.
   e.g. "He wondered if we could go to the beach."

CONJOINING SYSTEM

and connecting objects of sentence

and connecting verbs of sentence

and connecting two sentences

and connecting subjects of sentences

and connecting adjectives

because	or	before
like	and then	why
when	so	after
but	if	as
that	where	while

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Speech Development

The acquisition of speech is a critical skill for the hearing impaired learner. In opening the avenue of intelligible spoken expression, communication with environment is fused, self-concept enhanced and meaningful language acquisition initiated.

A child deprived of hearing during the early years of life is handicapped in communication and language. Maya Pines, in her book entitled, Revolution in Learning - The Years From Birth to Six, notes that a Leningrad psychologist in Russia has investigated orienting responses to sound in babies as young as two hours of age. The gap between the hearing and hearing impaired learner may begin as early as this.

For this reason, early identification and appropriate intervention are vital to the hearing impaired. Knowledge of the age of onset of the hearing loss is of great importance in determining the scope and sequence of supportive services. Early and appropriate amplification is most essential for normal development of speech. Systematic educational programming for the child, in conjunction with audiological monitoring, parental support and involvement serve to round out the essential service delivery system for the young child who is hearing impaired.

There will be individual differences in the hearing impaired youngsters just as there are in children with normal hearing. The mode of learning must be adjusted to meet these differences. Some of the children may have additional handicaps in the form of specific learning disabilities, physical or emotional problems, visual deficits and other anomalies. These also must be taken into consideration in planning for the child.

We shall not attempt in this section to address the area of spoken expressive language, but will concentrate rather on speech production and its relation to the total development of the hearing impaired child, birth through twenty-one. The ultimate goal of a developmental speech program is that the learner will use intelligible speech to the best of his ability.

Note: Symbols for sounds and modifiers used here are taken from the International Phonetic Alphabet which appears at the close of the Speech Development section.

COMPETENCY GOAL(S)	SPEECH DEVELOPMENT PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Infancy The developmental model presented is for use with infants identified prior to the loss of reflexive speech. Selective entry must be determined for children in need of remedial speech.	
1. The learner will develop auditory skills to his fullest potential	1.01 Responds reflexively (with startle) to loud environmental sounds. Gross motor reactions to low frequency sounds and "freezing" reactions to high frequency sounds are characteristics
	1.02 Quiets to mother's voice when picked up
	1.03 Diminishes activity while attending to a ringing bell
	1.04 Smiles reflexively to tactile and kinesthetic stimulation of mother's voice
(Two months)	1.05 Attends readily to speaking voice
	1.06 Becomes aware of his own sounds
(Three months)	1.07 Becomes aware of many visual and auditory stimuli in environment
	1.08 Looks at speaker's face
	1.09 Anticipates feeding by noises
(Four months)	1.10 Enjoys the sounds of noisemakers (rattles, bells)
	1.11 Turns head deliberately to voice and noise and will search for source
(Five months)	1.12 Responds to voice by turning head, in absence of visual contact
	1.13 Responds to angry speech by crying
	1.14 Responds to pleasant speech by smiling and laughing
(Six months)	1.15 Reacts to music by cooing
	1.16 Localizes in quadrants well
(Seven months)	1.17 Concerns self more with tones of voice and inflections than with words
	1.18 Listens to own vocalizations
(Eight months)	1.19 Responds when called
	1.20 Looks at daddy when daddy is named
	1.21 Raises arms when mother says "come up" and reaches toward child

2. The learner will develop speech skills in accordance with developmental model (Birth to one month)	2.01 Demonstrates: cry — breath sound scream — gurgle burp — squeak gulp — whimper sneeze — cough
	2.02 Produces crying sounds that change in pitch
	2.03 Vocalizes vowels (/E/, /I/, /ʌ/) five times as often as consonants (/h/, /ʔ/, /k/, /g/)
(Two months)	2.04 Begins solitary babbling
	2.05 Coos and gurgles in vocal play
	2.06 Cries, producing varied patterns for different situations
	2.07 Produces sounds resembling nasalized front and middle vowels (not true speech sounds) during the reflex activities associated with breathing, swallowing and hiccuping
(Three months)	2.08 Vocalizes feelings of pleasure in response to social stimuli
	2.09 Makes many vocal noises resembling speech sounds
	2.10 Attains two syllables (non-speech) as mean length of response
	2.11 Chuckles
	2.12 Sucks and swallows well
	2.13 Produces strong cry
	2.14 Gives vocal expression to feelings of pleasure
(Four months)	2.15 Changes sound vocabulary with bodily position /m/, /n/, /p/, /b/
	2.16 Continues babbling
	2.17 Vocalizes social stimulus
	2.18 Produces repetitive sound chains (4-5 syllables "ba-ba-ba-ba")
	2.19 Changes cry with bodily state
	2.20 Vocalizes in self-initiated sound play
	2.21 Produces more substantial cooing
	2.22 Laughs aloud
	2.23 Chuckles with extended duration
	2.24 Use consonants in this order of frequency: /h/, /g/, /k/, /d/
(Five Months)	2.25 Continues babbling
	2.26 Practices a specific double syllable
	2.27 Uses more sounds like /t/, /d/, /l/. /n/, /v/, /f/
	2.28 Imitates his own noise - oohs, ahs, bas, das

(Six Months)	2.29 Vocalizes emotional satisfaction 2.30 Vocalizes displeasure other than crying 2.31 Vocalizes to mirror images 2.32 Begins to "answer back," but not necessarily imitate 2.33 Vocalizes eagerness 2.34 Sustains pitch-modulated cooing for 15-20 minutes 2.35 Vocalizes moods of pleasure up to 30 minutes--giggles, grins, laughs aloud 2.36 Retracts tongue 2.37 Vocalizes "ma" or "mu" 2.38 Coos to music 2.39 Produces more crying than non-crying noises* 2.40 Controls volume 2.41 "Talks" to inanimate objects 2.42 Begins lolling stage of babbling - listens to own voice 2.43 Cries when he hears intense noises 2.44 Responds to pleasant speech by smiling and laughing
(Seven Months)	2.45 Uses intonational patterns with jargon 2.46 Crows 2.47 Begins vocalization of "m-m-m" sound while crying 2.48 Uses most frequent consonants in order of occurrance /l/, /h/, /d/, /g/, /m/, /b/ 2.49 Vocalizes in an interjectional manner 2.50 Uses babbling to show inflections similar to adult speech 2.51 Shouts for attention 2.52 Sings tones 2.53 Imitates sounds such as cough, clicking tongue, blowing through lips 2.54 Experiments vocally with 3 parameters of: intonation voice quality intensity

*NOTE: Most of the non-crying sounds are composed of grunts, gurgles, and sighs and include most of the front vowels, the consonants, /k/, /l/, /g/, and glottal catch.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
1. The learner will be able to demonstrate breath control while speaking	1.01 Understands and explains the processes of inhalation and exhalation and how they are used in speech 1.02 Maintains a steady breath stream while continuously vocalizing 1.03 Maintains a steady breath stream while speaking without voice (whispering) 1.04 Demonstrates the ability to produce pulsed breath stream (with and without voicing)
2. The learner will be able to speak with a pleasant appropriate voice quality	2.01 Demonstrates the ability to relax muscles of the upper torso, neck, arms and head 2.02 Demonstrates the ability to tense and relax the speech musculature on command 2.03 Speaks with the appropriate degree of tension/relaxation 2.04 Speaks with appropriate use of resonators (chest, larynx, pharynx, nasal chambers, mouth and sinuses of the head)
3. The learner will be able to control the loudness level of voice	3.01 Speaks in a soft voice in quiet conversation 3.02 Speaks with a medium level of loudness when speaking to a room of people 3.03 Speaks in loud voice when calling to another person at a distance 3.04 Speaks in a whisper
4. The learner will be able to modify vocal pitch	4.01 Produces vowels, syllables and words in a high, medium, and low pitch following a model 4.02 Produces vowels, syllables and words in a high, medium, and low pitch on command 4.03 Produces the tasks of 4.01 and 4.02 with varying degrees of duration 4.04 Produces the tasks of 4.01 and 4.02 with varying degrees of loudness 4.05 Slides from high to low and from low to high pitch without interruption 4.06 Uses pitch appropriately for intonation 4.07 Uses pitch appropriately for syllable stress

5. The learner will be able to reproduce rhythmic speech patterns	5.01 Accents the appropriate syllable in words 5.02 Gives greater duration to the accented syllable 5.03 Appropriately uses the schwa /ə/ to weaken the unaccented syllable 5.04 Emphasizes (stresses) a word or words within a phrase to indicate speaker intent 5.05 Uses common patterns of intonation: a falling pitch on the last syllable to signal the end of a simple declarative sentence; a rising pitch on the last syllable of a question, etc. 5.06 Uses phrasing appropriately by organizing words into units of thought, preceded and followed by pauses 5.07 Uses a natural rate of syllable utterance in connected speech 5.08 Uses varying degrees of duration in vowel production 5.09 Reproduces prescribed rhythmic speech patterns in nursery rhymes, poetry, etc. 5.10 Uses natural rhythm patterns in connected speech
6. The learner will be able to use duration, rate, pitch and loudness to express feelings or emotions	6.01 Expresses anger, love, fear, enthusiasm, humor, sadness, etc. in speech

*NOTE: Specific ages are not included in this section since competencies are developmental and depend heavily on the learner's hearing age (beginning at the age at which the child is first amplified), and other developmental milestones.

COMPETENCY GOALS(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner
1. The learner will be able to produce /a/, /i/, /u/, /au/, /ai/, /ɔ/, /ɔɪ/, /o/ and /e/	1.01 Without exaggeration 1.02 And maintain for at least 3 seconds 1.03 Rapidly in repeated syllables 1.04 Rapidly in alternated syllables 1.05 At high, medium and low pitch 1.06 In loud, quiet and whispered voice 1.07 In familiar words, phrases and then fluent speech
2. The learner will be able to produce /p/, /b/, /p̄/ and /b̄/	2.01 In syllable drills with varying known vowels and alternating consonants 2.02 In syllable drills with varying pitch, loudness and duration 2.03 In common words, phrases and then in fluent speech
3. The learner will be able to produce /w/, /h/, /f/, /v/, /θ/ and /ð/	3.01 In isolation 3.02 In syllable drills with varying known vowels and consonants, with special attention to a strong breath stream 3.03 In syllable drills with varying pitch, loudness and duration 3.04 In common words, phrases and then in fluent speech
4. The learner will be able to produce /m/	4.01 In isolation 4.02 In syllable drills with varying known vowels and consonants, with special attention to minimizing nasalization of the vowel 4.03 In syllable drills with varying pitch, loudness and duration 4.04 In common words, phrases and then in fluent speech
5. The learner will be able to produce the short vowels /ɛ/, /ʊ/, /ɪ/, /æ/, /ʌ/, /ə/, and /ɑ/	5.01 With good voice quality 5.02 Rapidly in repeated syllables 5.03 Rapidly in alternated syllables 5.04 At high, medium and low pitch 5.05 In familiar words, phrases and then in fluent speech

6. The learner will be able to produce /d/, /t/, /d/ and /t/	6.01 In syllable drills with varying known vowels and alternating consonants 6.02 In syllable drills with varying pitch, loudness and duration 6.03 In common words, phrases and then in fluent speech
7. The learner will be able to produce /n/	7.01 In isolation 7.02 In syllable drills with varying known vowels and consonants, with special attention to minimizing nasalization of the vowel 7.03 In syllable drills with varying pitch, loudness and duration
8. The learner will be able to produce /j/, /l/, /ʃ/, /ʒ/, /s/, and /z/	8.01 In syllable drills with varying known vowels and alternating consonants 8.02 In syllable drills with varying pitch, loudness and duration 8.03 In common words, phrases and then in fluent speech
9. The learner will be able to produce /k/, /g/, /k̄/ and /ḡ/	9.01 In syllable drills with varying known vowels and alternating consonants 9.02 In syllable drills with varying pitch, loudness and duration for /k/ and /g/ 9.03 In common words, phrases and then in fluent speech
10. The learner will be able to produce /ŋ/	10.01 In isolation 10.02 In syllable drills in the final and medial position with various vowels rapidly 10.03 In syllable drills with high, medium and low pitch 10.04 In common words, phrases and then in fluent speech
11. The learner will be able to produce /r/, /tʃ/ and /dʒ/	11.01 In syllable drills with varying known vowels and alternating consonants 11.02 In syllable drills with varying pitch, loudness and duration 11.03 In common words, phrases, and then in fluent speech
12. The learner will be able to produce /ɝ/ and /ɚ/	12.01 By producing /r/ in medical position with varying known vowels 12.02 By producing central vowels with /r/ coloring in single syllables 12.03 Rapidly repeating central vowels with /r/ coloring 12.04 By producing /r/ colored vowels at high, medium and low pitch 12.05 In common words, phrases and then in fluent speech

13. The learner will be able to produce voiced-voiceless plosives and stops	13.01 With /p/ vs. /b/, /t/ vs. /d/ and /g/ vs. /k/ in releasing vowels 13.02 With /p̄/ vs. /b̄/, /t̄/ vs. /d̄/ and /ḡ/ vs. /k̄/ without nasality or release of breath in arresting vowels 13.03 In common words, phrases and then in fluent speech
14. The learner will be able to produce voiced-voiceless fricatives and affricates	14.01 With /f/ vs. /v/, /θ/ vs/ /ð/, /ʃ/ vs. /ʒ/, /s/ vs. /z. and /tʃ. vs. /dʒ/ in releasing and arresting 14.02 In common words, phrases and then in fluent speech
15. The learner will be able to produce /sm/, /sp/, /sw/	15.01 In rapid syllable drills 15.02 In words, phrases and fluent speech
16. The learner will be able to produce /sk/, /sl/, /sn/, /st/, /θr/	16.01 In rapid syllable drills 16.02 In words, phrases and fluent speech
17. The learner will be able to produce /bl/, /br/, /fl/, /fr/, /kw/, /pl/, /pr/, /tr/,	17.01 In rapid syllable drills 17.02 In words, phrases and fluent speech
18. The learner will be able to produce /dr/, /gl/, /gr/, /kr/, /sr/ and /tr/	18.01 In rapid syllable drills 18.02 In words, phrases and fluent speech
19. The learner will be able to produce /skr/, /skw/, /spr/ and /str/	19.01 In rapid syllable drills 19.02 In words, phrases and fluent speech
20. The learner will be able to produce /fs/, /lz/, /mz/, /ns/, /sl/ and /yz/ to terminate syllables	20.01 In rapid syllable drills 20.02 In words, phrases and fluent speech
21. The learner will be able to produce /ld/, /lt/, /mp/, /nd/, /nt/, /nk/, /sk/, and /rd/ to terminate syllables	21.01 In rapid syllable drills 21.02 In words, phrases and fluent speech
22. The learner will be able to produce /bl/, /dz/, /gl/, /kl/, /pl/, /ps/, /tn/, and /ts/ to terminate syllables	22.01 In rapid syllable drills 22.02 In words, phrases and fluent speech
23. The learner will be able to produce /kt/, /pt/, /gd/, /bd/	23.01 In rapid syllable drills 23.02 In words, phrases and fluent speech
24. The learner will be able to produce /fts/, /mblz/, /ndz/, /skt/	24.01 In rapid syllable drills 24.02 In words, phrases and fluent speech

*NOTE: Specific ages are not included in this section since competencies are developmental and depend heavily on the learner's hearing age (beginning at the age at which the child is first amplified), and other developmental milestones.

International Phonetic Alphabet symbols

Consonants

Symbol	*Key Word*
[p]	*p*ea
[b]	*b*ee
[t]	*t*ea
[d]	*d*o
[k]	*k*ey
[g]	*g*o
[m]	*m*y
[n]	*n*o
[ŋ]	Li*ng*
[h]	*h*op
[f]	*f*ee
[v]	*v*ery
[θ]	*th*in
[ð]	*th*at
[s]	*s*o
[z]	*z*oo
[ʃ]	*sh*e
[ʒ]	casual
[tʃ]	*ch*eap
[dʒ]	*j*eep
[ʍ]	*wh*ey
[w]	*w*e
[j]	*y*ou
[r]	*r*ed
[l]	*l*ook

Vowels

Symbol	*Key Word*
[u]	wh*o*
[ʊ]	w*ou*ld
[o]	kn*ow*
[ɔ]	m*o*re
[ɑ]	*o*f
[a]	*a*rt
[ʌ]	m*u*st
[ɝ]	*l*earn
[ə]	*a*gain
[ɚ]	moth*er*
[æ]	*a*nd
[ɛ]	th*e*n
[e]	t*a*ke
[ɪ]	h*i*s
[i]	*e*ase

Diphthongs

Symbol	*Key Word*
[aɪ]	p*ie*
[aʊ]	c*ow*
[ɔɪ]	t*oy*
[eɪ]	pl*ay*
[ɪɚ]	h*ere*

Modifiers

[ʰ]	aspirated
[̥]	voiceless
[̚]	unreleased
[.]	syllabic consonant

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Reading

The purpose of the Competency Goals in reading is to present a sequential developmental reading program beginning with pre-reading skills and continuing through grade 12. Specific factors should be taken into account for the hearing impaired learner: the amount of residual hearing, the hearing age (beginning at the age at which the learner is amplified), the level of language mastery, parental involvement, and the learner's innate capability.

Consideration for the hearing impaired learner will require regular and consistent teacher evaluation and/or the use of informal diagnostic procedures in determining the successful mastery of many of the performance indicators. (Note: The reader's attention is drawn to the developmental skills section of this document for information relative to reading readiness skills.)

Ten strands are used in the Competency Goals:

- Pre-reading
- Vocabulary
- Phonic Analysis
- Structural Analysis
- Contextual Clues
- Literal Comprehension
- Interpretive Comprehension
- Critical Comprehension
- Study Skills
- Appreciation

Pre-reading skills are identified at the kindergarten level. Vocabulary development, three levels of comprehension, study skills and appreciation are included at all levels. Word attack skills such as phonic analysis is addressed at the K-3 level. Structural analysis skills and contextual clues are included at the K-3 and 4-6 levels. Review of some of these word attack skills may be needed at higher levels for students experiencing difficulty in identifying words.

As students progress through the grades, their reading ability should increase. As the content changes, many strategies used at the primary level may be appropriate at other levels. Also, students do not learn reading skills in any one sequential order; however, some skills are more appropriate for one level than another.

Reading is not a simple mechanical skill. Properly cultivated, reading is essentially a thought process. It should be developed as a complex organization of higher mental processes embracing all types of thinking, evaluation, judging, imagining, reasoning and problem solving. Every effort should be made to make reading interesting and enjoyable.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will demonstrate adequacy of expressive communication	1.01 Labels classroom objects 1.02 Interprets picture books 1.03 Retells or dramatizes a simple story, 1.04 Demonstrates memory of nursery rhymes short poems, and finger plays expressively 1.05 Constructs simple story endings and spontaneous stories on a given subject
2. The learner will demonstrate adequacy of visual discrimination and memory	2.01 Recognizes likenesses and differences in colors, sizes, shapes, letters, and words 2.02 Assembles a simple puzzle (part-to-whole) 2.03 Uses directionality such as: looks at books from front to back, from left-hand page to right-hand page, and follows print from left to right and from top to bottom 2.04 Expressively describes details 2.05 Selects and identifies details 2.06 Recognizes and matches upper and lower case letters 2.07 Recognizes and recalls letters in sequence
3. The learner will demonstrate adequacy of auditory discrimination and memory within the limits of his hearing capacity	3.01 Identifies sources of common sounds (fire truck, train, door closing, running water) 3.02 Reproduces two and three syllable words 3.03 Identifies rhyming words 3.04 Begins to identify that there are minimal differences in words, e.g. not-cot; cat-cap; hat-hit 3.05 Recognizes sounds and symbols for consonants 3.06 Given a brief description of an object, identifies the object 3.07 Repeats a sequence of words or letters from memory
4. The learner will demonstrate an adequate vocabulary	4.01 Shows an understanding of the meaning of words such as "in," "on," "before," "right," "left," "some," "none," "different," and "alike" by following teacher directions and responding to teacher models

	4.02 Understands ideas through attending, and by answering questions 4.03 Recognizes own name in print 4.04 Shows an awareness that printed words represent spoken words, e.g. Language Experience 4.05 Shows interest in words and symbols 4.06 Uses appropriate vocabulary in "everyday" speech 4.07 Recognizes that words are used in predictable order and that letters also occur in predictable order within written words 4.08 Recognizes a few words such as: a, look, my, I, stop, go, play, etc. 4.09 Recognizes the ending "s" to form plurals
5. The learner will demonstrate adequate comprehension skills	5.01 Shows an interest in books and materials 5.02 Retells a story or poem 5.03 Remembers information from stories presented expressively by answering simple questions 5.04 Sequences story events verbally or by using pictures 5.05 Follows oral directions 5.06 Uses picture clues to identify unknown words, clarify concepts, and to make inferences as evidenced by expressive responses 5.07 Classifies real or pictured items, e.g., animals, people, food 5.08 Constructs an inference about the outcome of a story

VOCABULARY

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
6. The learner will develop expressive vocabulary	6.01 Develops expressive vocabulary sufficiently to convey ideas. 6.02 Demonstrates ability to retell a story or poem 6.03 Dictates simple sentences and stories 6.04 Recognizes and reads the printed form of own vocabulary
7. The learner will recognize and use high frequency words	7.01 Recognizes, uses expressively and understands high frequency words on sight (e.g., the Dolch 220, Kucera Francis List, and so on.) 7.02 Recognizes and reads expressively survival words such as the Corlett Wilson Essential Vocabulary List

8. The learner will recognize and use words in basal readers	8.01 Increases basal reading word knowledge through the basal reading series by selecting from a list of words the ones indicated by the teacher
9. The learner will recognize and use words specifically related to content areas	9.01 Expands and refines general vocabulary in the context of various content areas. 9.02 Increases knowledge of technical vocabulary 9.03 Recognizes content words on vocabulary charts
10. The learner will understand and use special types of word groups	10.01 Recognizes signal words such as: who, what, why, where, when, how, however, if, there, and because 10.02 Understands multiple meanings of words by using the appropriate word in context Ex. We fished from the bank of the river. Mother will bank the fire. We put our money in the bank. 10.03 Understands and uses synonyms (words having the same or nearly the same meaning) by matching the words Ex. good -- well big -- large tiny -- little 10.04 Understands and uses antonyms (words having opposite meanings) by matching the words Ex. pretty -- ugly up -- down tall -- short fat -- thin big -- little 10.05 Understands and uses homonyms/homophones (words that sound the same but have different spellings and meanings) by writing sentences Ex. maid -- made, know -- no I -- eye, tale -- tail not -- knot, sun -- son see -- sea, whole -- hole by -- buy, so -- sew 10.06 Understands and uses homographs/heteronyms (words having the same spelling but different meanings) by writing sentences Ex. bow fair charge

PHONIC ANALYSIS (Letter/Sound Relationship)

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
11. The learner will understand and use consonant letters and consonant clusters	11.01 Identifies a picture with a consonant sound in the beginning and ending position when pronounced or written by the teacher 11.02 Selects from a list of words the words which have the same beginning cluster (blends -- two or more letters blended together to make one sound) as the guide word (fl,cl,tr,spl, sn, str, etc.) clap: clean city cup blend snail: soil block snake saw thread: three swim tape tread 11.03 Selects from a list of words the word which has the same consonant digraph (two letters that represent one sound) sound as the guide word such as th, wh, tch, qu, ck, ph, gh, ch, sh elephant: water selfish television half 11.04 Selects from a given list of words which have the same ending consonant cluster (blends) (nd, ft, mp, st, etc.) swift: start loft song truck sound: round wild snail want jump: lump junk jeep scrape 11.05 Identifies the appropriate sounds of soft and hard consonants by selecting the word with the same sound as the guide word giant: gently jump goat girl: good just gone Identifies the appropriate sounds of soft and hard c by selecting the word with the same sound as the guide word city: bicycle some carrot cat: kite city coin
12. The learner will recognize consonant digraphs (two letters that represent one sound)	12.01 Selects from a list of words the word which has the same consonant digraph sound as the guide word such as th, wh, tch, qu, ck, ph, gh, ch, sh elephant: water selfish telephone wheel: whale water wall
13. The learner will recognize the silent letter(s) is words	13.01 Identifies the silent letter(s) in words Ex. knife, gnome, debt, bomb, straight
14. The learner will identify short and long vowel sounds	14.01 Identifies words with short or long vowel sounds Ex. hop cāke

15. The learner will apply vowel generalizations	15.01 Applies vowel generalizations . One vowel in a one syllable word, the vowel is usually short. Ex. dog . Two vowels in a one syllable word, the first vowel is usually long and the second vowel is usually silent. Ex. beet, take . Words containing a vowel followed by "r," the vowel is "r" controlled. Ex. far, fur, fir, corn, her . Words containing "oo," the vowel may be either short or long. Ex. moon, foot . Words containing "igh" or "eigh" have a long vowel sound Ex. light, weigh . "Y" and "w" are sometimes vowels Ex. dry, pony, cymbal, brown, cow, thaw
16. The learner will use word families (phonograms)	16.01 Makes word families by adding one initial consonant to endings such as -all, -ay, -ot, -ell, -at, -ill, -oke, -ind, -old, -ail, -unk, -ound, -eed, -ump, -ive, and -unny 16.02 Uses the alphabet, letter by letter, to form word families
STRUCTURAL ANALYSIS (Study of Word Parts)	
COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
17. The learner will use structural analysis in identifying words	17.01 Recognizes and uses compound words (combination of two words usually retaining the meaning of both words) Ex. baseball, cowboy, policeman, snowman 17.02 Recognizes and uses root words with simple prefixes and suffixes Ex. unhappy, displease, jumping, lovely 17.03 Recognizes and uses endings Ex. jumping, looked, hops, gardener, slippery, summary The boy (jumping/jumped) down from the tree.

	17.04 Applies rules in forming plurals . Add "s" to root words Ex. book -- books . Add "es" to words which end in s, ss, ch, sh, x, z Ex. dress -- dresses . Change the "y" to "i" before adding "es". . Changes "f" to "v" and add "es." Ex. fairy -- fairies . Change "f" to "v" and add "es." Ex. calf -- calves . Change irregular words Ex. foot -- feet, deer -- deer 17.05 Recognizes and uses contractions in context Ex. Mary doesn't like her cake. 17.06 Uses syllables to identify words of one, two or three syllables (Each syllable must contain a vowel sound). 17.07 Recognizes and uses possessives. Ex. child -- child's children -- children's
18. The learner will use contextual clues to understand and identify words	18.01 Reads the complete sentence to find clues Ex. The boy _____off the bike. 18.02 Relies on background experiences Ex. Mother and Jane went to the store. They bought sugar, flour, apples, and eggs. They went to the _____store. 18.03 Uses the definition of a word Ex. A grapefruit is a round, greenish-yellow, juicy fruit. 18.04 Uses contract of comparison Ex. This pail is full, but the other one is _____. 18.05 Uses figurative language (analogies, personification, metaphors, similes) Ex. The child was quiet as a mouse.

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

Grades K-3	
19. The learner will recall events in sequence.	19.01 Arranges a picture story in order of events 19.02 Recalls events in sequence by stating what happened first, second, third, in paragraph or story

20. The learner will follow simple directions	20.01 Reads and follows printed directions. Ex. recipes, model cars, etc.
21. The learner will refine the skill or classification	21.01 Classifies phrases as to where, when, why, etc. 21.02 Classifies into appropriate categories. Ex. objects, animals, people, feelings, and words
22. The learner will recognize the main idea and details	22.01 Expresses the main idea and supporting detail of a picture, sentence, paragraph or story 22.02 Describes details of a character 22.03 Uses basal reader to locate specific details to answer a given question
23. The learner will identify the setting of a story	23.01 Recognizes place, period and time span of a story

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

Grades K-3	
24. The learner will identify cause and effect relationships	24.01 Determines cause and effect relationship through nursery rhymes 24.02 Determines the activity (cause) and its results (effect) in a picture or sentence Ex. The hot campfire burned the hotdogs. Cause: hot campfire Effect: burned the hot dogs
25. The learner will identify inferred ideas	25.01 Makes inferences from the information in a paragraph or story 25.02 Predicts future action by attending to or reading a story and gives an appropriate ending
26. The learner will identify the implied main idea	26.01 Communicates the implied main idea in a given selection
27. The learner will demonstrate character analysis skills	27.01 Describes the feelings, behavior, motives and reactions of story characters in a given selection
28. The learner will discover relationships	28.01 Given a concept word, responds with words which are related Ex. weather: snow, wind, rain, sun, etc. 28.02 Responds to a question by giving appropriate related words Ex. A leaf is one part of a tree. Name another. Ex. Name some things that hop. Ex. What can you do with a wagon?

29. The learner will draw conclusions	29.01 Draws conclusions on a riddle-type paragraph Ex. I am big and red. I carry big ladders and water hoses. I go to fires. Who am I?

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

Grades K-3	
30. The learner will evaluate statements	30.01 Identifies true, false, fact, opinion and make-believe or real Ex. True: Rose is the name of a flower. False: Daisies are usually red. Fact: Raleigh is the capital of North Carolina. Opinion: Everyone likes to live in Raleigh. Make-Believe: Fairies dance at night. Real: Bicycles have two wheels.
31. The learner will form judgments	31.01 Makes judgments by asking questions such as: Do you think... Why do you think... 31.02 States personal reaction to a given selection Ex. Would you like to have the witch for a friend in Snow White? Why? Why not?

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

Grades K-3	
32. The learner will use the skill of alphabetizing	32.01 Recognizes and alphabetizes the 26 letters of the alphabet by filling in the blanks Ex. a b _ _ e _ g _ _ _ 32.02 Alphabetizes words using initial single letters, first two letters, and first three letters of words Ex. cat coat black dog climb blue elephant cake blend bat cup blown

33. The learner will use book format.	33.01 Locates and interprets informations defines, words and/or answers questions using a table of contents, glossary, title page, index, etc.
34. The learner will use dictionary and/or pictionary skills	34.01 Determines whether a word would be located in the beginning, middle, or end of pictionary or dictionary 34.02 Determines the words that would be found on a given dictionary page with guide words: "go," "grin." Ex. gopher, green, gone, gum 34.03 Selects the one appropriate meaning for a given situation Ex. My watch has run down. "run:" 1. go faster than walking: Have you ever run a mile? 2. go in a hurry: Run to the store. 3. go; move; work: Why won't my watch run? 4. cause to go or work: Mom runs a machine. 5. The act of running: He came down the street on the run. 6. Run down means stop going or working. 7. Run out means come to an end. ran, run, running
35. The learner will use resource materials:	35.01 Locates in a telephone directory specific information. Ex. emergency numbers, a friend's telephone number and where to buy a pet rabbit 35.02 Locates in a TV schedule specific information Ex. Time of the "Charlie Brown Special" Channel for "The Undersea World"
36. The learner will interpret pictorial resource materials	36.01 Finds specific map locations by answering questions such as: What town is shown? What is the main street that goes through the town? 36.02 Locates specific information using a legend on a map 36.03 Interprets and finds specific information on a simple graph, chart, calendar 36.04 Creates charts showing story details, modes of transportation to and from school, field day experiences, etc. 36.05 Uses the globe to locate countries and regions.
37. The learner will use the media center	37.01 Locates and checks out appropriate materials

Grades K-3

38. The learner will enjoy a variety of children's literature

38.01 Reads or listens to poems and stories daily
Ex. Picture books, fairy tales, folklore, legends, and myths

38.02 Participates in choral readings and dramatizations of stories

38.03 Views children's plays, puppet shows, Children's Theater, children's movies, filmstrips, and films

38.04 Differentiates between fiction and non-fiction
Ex. Pippi Longstockings
Pippi is an orphan who lives alone with her monkey and a horse. Although she is only nine years old, she can hold her own with anyone. Pippi is so strong that she can pick up a horse or a man and throw him into the air.

George Washington was the first president of the United States. He was born in Virginia and lived at Mt. Vernon.

38.05 Differentiates between biography (the story written of a person's life) and autobiography (the story of a person's life written by that person)
Ex. Daniel Boone by James Daugherty
Journey into Childhood, the Autobiography of Lois Lenski
Pocahontas by Ingri and Edgar P. D'Aulaire
Martin Luther King: The Peaceful Warrior by Ed Clayton

38.06 Reads or listens to multi-ethnic literature

38.07 Differentiates between poetry and prose

38.08 Reads and listens to fables
Ex. Aesop's The Fox and the Grapes

38.09 Participates in book fairs, parades, dress-up days, and other motivational activities

39. The learner will use literature for self expression

39.01 Uses literature for self expression through drama, movement, music, creative writing, after reading or listening to various forms of literature

39.02 Uses pattern writing
Ex. The Pickety Fence by David McCord

39.03 Reads and recites from literature such as Mother Goose, ABC, and picture books

39.04 Reads or listens to children's literature of the past such as Tom Thumb, and Cinderella

39.05 Reads or listens to children's literature

	of the present such as Winnie the Pooh and Caps for Sale 39.06 Illustrates stories read
VOCABULARY	
Grades 4-6	
40. The learner will increase vocabulary	40.01 Identifies the appropriate meaning for a word used in context Ex. What is the matter? A rock is solid matter. 40.02 Uses expressive vocabulary to convey precise meaning
41. The learner will use and understand content area vocabulary	41.01 Uses content area vocabulary by associating correct meaning with words unique to the subject area Ex. Put the insect on the slide under the microscope. 41.02 Keeps a vocabulary notebook for each content area subject
42. The learner will understand and use special types of word groups in expressive written language	42.01 Understands and uses multiple meanings Ex. Mary will eat the sweet roll. Shirley will roll her hair. The dog will roll over. 42.02 Understands and uses synonyms (words having the same or nearly the same meaning) Ex. liquid fluid walk stroll A. Ranks synonyms as to the degree of intensity. B. Restates the author's meaning. 42.03 Understands and uses antonyms (words having opposite meanings) A. Changes the underlined word so the sentence has an opposite meaning. Jack likes candy. 42.04 Understands and uses homonyms/homophones (words that sound the same but have different spellings and meanings) by creating two sentences for each word Ex. waste waist great grate 42.05 Understands and uses homographs/heteronyms (words having the same spelling but different meanings) by creating two sentences for each word Ex. tear live conduct 42.06 Understands and uses analogous words by completing lists Ex. Animal / Group / Animal / Offspring lions / pride / goat / kid wolves / pack / cow / calf

42.07 Understands and uses expressive and written figurative language
- A. Understands and uses similes by comparing two things using words such as like, than, or as
  - Ex. The child's smile melted like a snowflake.
- B. Understands and uses metaphors by comparing and contrasting two unlike objects
  - Ex. The road was a ribbon of moonlight.
- C. Explains meanings of idiomatic expressions.
  - Ex. Hit the nail on the head.
    Beat around the bush.

STRUCTURAL ANALYSIS (Study of Word Parts)

Grades 4-6

43. The learner will use structural analysis in identifying words

43.01 Identifies words using prefixes

Ex.

dis - not	re - again
non - not	ex - out
bi - two	anti - against
tri - three	un - not
sub - under	pre - before
uni - one	mis - wrong
in - not	mono - one
trans - cross	

43.02 Identifies words using suffixes

Ex.
- able - capable of being
- ant/ent - state of, person who
- ive - like or pertaining to
- ation, tion, ion, - process or action
- ance - state of
- ous - full of
- ment - action or process
- al - relating to
- ward - in the direction of
- less - without or free from
- ship - state of
- hood - state of
- y - full of

43.03 Identifies words using Greek and Latin roots

Ex.
- graph, gram - write
- tele - far
- circum - circle
- fac - make
- voc - voice
- grand - great
- hydr - water
- homo - same
- chron - time

log, logy - study
aqua - water
photo - light
bio - life
scrib, scribble - write
metro - measure
micro - small
scope - see
aud - hear

43.04 Identifies comparative and superlative forms in sentences
Ex. The grass is _____than yesterday.
wet, wetter, wettest
Jim was the _____ of all the boys.
more handsome, most handsome

CONTEXTUAL CLUES (How the Word is Used in a Sentence)

Grades 4-6

44. The learner will use contextual clues in identifying unknown words

44.01 Relies on experiences
Ex. Daddy and John drove up to Peppi's. The tables were covered with red and white checked tablecloths and the menu listed Italian food. John ate _____ that night.

44.02 Uses the definition of the word within the context.
Ex. His tenacious attitude kept Billy from quitting.

44.03 Uses contrast and comparison to complete the thought in a sentence
Ex. That door is _____ but this one is unlocked.

44.04 Uses the meaning of a familiar cliche to identify unknown words
Ex. Even though I was angry, my mother said that I should hold my tongue.

44.05 Reflects on the mood or situation described in the passage to identify unknown words
Ex. Mary nearly skipped as she hurried along. Her winsome smile and the twinkle in her eye told everyone how happy she was. Gerald's face was red, and perspiration streamed dow. Gerald was _____.

44.06 Uses synonyms to identify unknown words.
Ex. The man was a vagabond, or wandered, and he had no real home.

	44.07 Uses summary clues to identify an unknown word Ex. The object was round, and it had a greenish glow. We could hear a beeping sound as it came closer. It looked as if it hovered right above the trees. Even though we were scared, we knew that it was a flying _____.

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

Grades 4-6	
45. The learner will identify events and ideas in sequence	45.01 Recalls events and ideas in sequence by stating what happened first, second, third, fourth, and fifth in a paragraph or story 45.02 Given 5 or 6 statements out of sequence, puts them in correct sequence
46. The learner will refine the ability to follow directions	46.01 Reads and follows printed directions Ex. Building a model Following a recipe 46.02 Writes a set of directions and relates to another student 46.03 Rewrites printed directions which come with an unassembled object (grill, bookcase) 46.04 Finds a telephone number in the yellow pages for mini-bike repair service
47. The learner will use the skill of classification	47.01 Classifies ideas and concepts into appropriate categories 47.02 Classifies traits of a leading character and identifies one supporting person of the same book or story 47.03 Selects the unrelated words in a series and gives reasons why they are related
48. The learner will identify the main idea and details	48.01 Recalls the supporting details of the main idea of a paragraph or story Ex. Nobody lives in the enormous, old dwelling on the corner of my street. Clouds seem to hover around it as to hide some ghostly secret of long ago. The house always looks very dark, and odd noises can be heard in the house on moonless nights. The house seems to breathe of mystery and intrigue. Questions: 1. What is the main idea of the paragraph? 2. Read three supporting details.

	48.02 Verifies answers about a reading selection. Ex. In the above paragraph about the mystery house, is it stated that the house has ghosts? If so, read the statement.
49. The learner will identify character traits	49.01 Chooses words which best describe a character 49.02 Compares likenesses and differences of character traits 49.03 Describes character and verifies the description

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

Grades 4-6	
50. The learner will identify cause/effect statement	50.01 Completes the sentences by giving the cause of the action. Ex. Bill ran down the street because _____. Mary went to the piano teacher because _____. 50.02 Completes the sentence by giving the effect of the action Ex. It was raining so hard the _____. 50.03 Identifies a cause and states many possible effects Ex. tornado
51. The learner will identify implied main ideas	51.01 Given a selected title, states what the selection is about Ex. The Wonderful Flight to the Mushroom Planet 51.02 Cuts headline off newspaper story and lets the student create a "new" headline and then compares with original headline
52. The learner will demonstrate character analysis skills	52.01 Describes a character by giving name, physical appearance and behavior Ex. Slim was a tall, jovial man. He had a bushy head of blonde hair. Slim often laughed a deep hearty laugh. When he was amused, deep wrinkles appeared in the corners of his tanned cheeks. 1. What best describes his appearance? 2. What best describes his behavior? 3. The paragraph gives the impression Slim's personality is _____. 4. Identify ways the author reveals characterization.

	52.02 Compares personality of one character with another
	52.03 Describes feelings of a character at a particular time Ex. One fire was licked but there was plenty more and not enough people to stem the creeping, orange menace. Kristie, with tears running down her sooty face, came up to Neil. How does Kristie feel?
	52.04 Analyzes a character's action and suggests a possible reason for the action Ex. Tom needed to get the doctor. He was worried about his mother. Tom walked down the dangerous, hillside to use the telephone. Why did Tom act as he did?
	52.05 Compares and contrasts characters from similar reading selections
53. The learner will draw conclusions	53.01 Draws conclusions Ex. Tommy was very thirsty when he got home from school. He went to the refrigerator and got out the orange juice. In the cabinet, he found his favorite drinking cup. What do you conclude that Tommy did then?
	53.02 Verifies conclusions by identifying supporting evidence
54. The learner will predict outcomes	54.01 Makes predictions of what is to come after a portion of the story is read
	54.02 Writes, tells, or dramatizes a sequel to a story
55. The learner will respond to the mood of a passage	55.01 Describes the mood which corresponds to a passage Ex. Phillip wiggled his toes in the warm water. Summer had come at last. He thought of all the things he would do on his vacation.
56. The learner will identify setting	56.01 Uses clues to determine location, historical period and time span Ex. Last month Dad took me fishing. We got up about 5:30 a.m. We drove for an hour and a half, then we walked a mile through the forest to the lake. Dad caught more fish than I did. I caught the smallest one. When we returned home we had fish for dinner.

57. The learner will identify analogous relationships	57.01 Responds to a written analogy by selecting the word or phrase which completes the relationship. Ex. Origin. Cow is to leather as tree is to _____ (butter, paper, farm) Part-to-whole. Nose is to face as toes are to _____. Function. Key is to starter as door handle is to _____. Process. Cleaver is to cut as pen is to _____. (write, pen, mistake) Characteristic. Quills are to porcupine as scales are to _____

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

Grades 4-6	
58. The learner will make generalizations	58.01 States a generalization based upon a reading selection and gives the author's supportive evidence for that generalization. Ex. "People need food to survive." 58.02 Given several statements, identifies the generalization. Ex. Dental care is important to a healthy person. My neighbor's house is painted green. The freight train passes through Greensboro on its way to Baltimore.
59. The learner will analyze information and form judgements	59.01 Identifies author's purpose(s) for writing a selection. Ex. Aesop's Fables 59.02 Identifies the author's perspective 59.03 States the difference between the author's factual statements, opinions and personal reactions 59.04 Determines whether adequate information has been read to make a sound judgment or answer a question 59.05 Relates personal values and opinions. Ex. Why do you think Mike took the bicycle? What makes you think so?
60. The learner will identify content written to influence or persuade	60.01 Identifies propaganda and gives examples from magazines, newspapers, and other reading materials. Ex. This razzle, dazzle soap powder will clean your clothes cleaner than ever before!

	60.02 Given a selection, identifies persuasive words and phrases
61. The learner will distinquish fact from opinion	61.01 Underlines sentences of fact in red, sentences of opinion in blue and sentences of both fact and opinion in green 61.02 Identifies words which signal opinion Ex. believe, think, seem, may, appear, probably, likely, possibly 61.03 Finds examples of facts and opinions in the newspaper under news stories, editorials, letters to the editor, advertisements, political speeches, etc. and classifies
62. The learner will determine author's competence	62.01 Compares relevant information from several sources 62.02 Evaluates author's qualifications
63. The learner will give personal reactions	63.01 States reactions to: A. Character Development Ex. How did the author make you feel that you knew the character? B. Story Setting Ex. How did the author make you feel that you were in the story setting? C. Plot Development Ex. What was the climax in the story?

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

Grades 4-6	
64. The learner will use the skill of alphabetizing	64.01 Alphabetizes words to the fourth letter Ex. away awake award await aware 64.02 Asks ten friends to show how their telephone number is listed in telephone directory. Writes name, telephone number and directory page number
65. The learner will use dictionary skills	65.01 Locates words in the dictionary by use of guide words 65.02 Uses pronunciation keys to pronounce unknown words
66. The learner will refine skills of locating and interpreting information using book parts	66.01 Responds to questions with information from a table of contents Ex. On what page does Chapter 5 begin? What is the topic?

	66.02 Uses indexes to find page numbers for topics and subtopics Ex. Space space travel development of flight plan history of
	66.03 Uses glossary to locate definitions
	66.04 Uses chapter headings and sub-headings to locate information
	66.05 Uses guide letters to find information Ex. In which volume will you find information on horses?
67. The learner will refine skills of locating information using sources	67.01 Uses maps to determine direction, distance, land information, climate, time zones, population, scales of miles, locations, distances
	67.02 Uses graphs and tables to determine comparisons
	67.03 Uses the card catalog to locate information by subject, author and title
	67.04 Uses atlases, almanacs, pamphlets, picture files, magazines, indexes, newspapers, etc. to research a topic
	67.05 Uses cross references
68. The learner will organize information	68.01 Outlines three or more paragraphs of an expository selection by selecting and ordering main points and details
	68.02 Writes concise summaries of stories and expository materials of five or more paragraphs
	68.03 Organizes information from at least three sources as a basis for making reports
	68.04 Reads questions at the end of chapter before reading chapter
69. The learner will adjust the reading rate to the task	69.01 Scans to locate specific details
	69.02 Skims for an overview of material
	69.03 Varies rate according to type of material Ex. science textbook leisure reading
	69.04 Varies rate according to purpose Ex. following directions pleasure reading
	69.05 Varies rate according to readability level Ex. vocabulary sentence length
	69.06 Varies rate according to background of experience

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

Grades 4-6

70. The learner will enjoy a variety of literature

70.01 Appreciates literature representing ethnic groups and cultures
Ex. Russian Folk Tales--"The Fox and the Hare"
African Folk Tales--"The Cow-Tail Switch"
Japanese Folk Tales--"Little One-Inch"
American Indian Folk Tales --"Red Swan"
Black Folklore--"Brer Rabbit"

70.02 Chooses to read as a classroom activity

70.03 Extends interest in different types of literature
Ex. Short Stories--From Mouse Tales by Arnold Lobel
Novel--Isle of Blue Dolphins by Scott O'Dell
Poem--"Dreams" by Langston Hughes
Biography--A Man Named Washington by Gertrude Norman
Autobiography--Solomon Northup's Story
Play--Tom Sawyer by Mark Twain

70.04 Recognizes different forms of verses such as
. haiku (an unrhymed Japanese poem of three lines containing 5, 7, 5 syllables respectively and usually referring to nature).
Ex. Oh soft, fluffy flakes,
Floating from heaven above
Linger on till spring.
. limerick (form of five-line verse)
Ex. There once was a very fat cat
Who sat on a very tall hat
He sat for a while
And started to smile
For that was the end of the hat.
. cinquain (a five-line unrhymed verse)
Ex. Snow
Glistening, white
Sliding, sitting, flowing
Glittering, soft, feathery, drifting
Flour.
. couplet (two-line rhyme)
Ex. There was a black cat
Who sat on his hat.

	70.05 Extends interest in variety of forms by choosing to read and write haiku, cinquain, limericks, ballads, fables, etc. 70.06 Recognizes the elements of poetry--rhyme, rhythm, imagery 70.07 Reads or listens to award books
71. The learner will use literature for self expression	71.01 Expresses feelings and reactions to literature through puppets, choral reading, dramatics, sculpture, collage, mobiles, illustrations, paintings, dioramas, stitchery, creative writing, etc.

VOCABULARY

Grades 7-9	
1. The learner will show increased vocabulary	1.01 Uses the vocabulary in context of selected basal texts 1.02 Refines the precision of vocabulary
2. The learner will understand special types of word groups in expressive and written language	2.01 Understands multiple meanings as they are used in context. Ex. The car is a lemon. Mother asked me to buy a small yellow citrus fruit at the store. The show was a hit. John was the hit man. 2.02 A. Understands and uses synonyms as presented in basal texts or other appropriate material by writing sentences. Ex. precious pessimistic subtract B. Rank synonyms as to the degree of intensity. Ex. pink ____ _____ _____ magenta 2.03 A. Understands and uses antonyms as presented in basal texts or other appropriate material by writing sentences. Ex. ordinary superior extensive B. Adds words along a continuum between antonyms Ex. miniature _____ _____ colossal Add the words along the continuum between antonyms beautiful ____ ____ ____ ____ _____ ugly

2.04 Understands and uses homonyms/homophones by creating sentences

2.05 Understands and uses homographs/heteronyms by creating sentences

Ex. Conduct: The guard will conduct the prisoners to jail. An adult's conduct is observed carefully by children.

2.06 Understands and uses figurative language

A. Understands and uses similes

. Reads sentences containing similes and explains what the simile means

Ex. When Sarah heard the ring, she took off for the phone like a rocket.

. Rewrites entences using similes to paint brighter word pictures

Ex. We saw Mr. Jones running very fast after the bus. (We saw Mr. Jones dash after the bus as if being chased by stampeding cattle.)

. Changes the simile in a sentence to a metaphor (an analogy without like or as)

Ex. My dad is like a baby about going to the dentist. My dad is a baby about going to to dentist.

B. Understands idiomatic expressions by restating meaning

Ex. "eat humble pie," "pay through the nose," etc.

C. Understands personification in a selection

Ex. The racing skiers laughted as the wind whispered secrets in their ears.

D. Understands onomatopoeia

Ex. The egg went splat on the floor.

E. Understands allusion

Ex. "The patience of Job" (Job in the Old Testament)

F. Understands hyperbole

Ex. "His arms dangled a mile."

G. Understands alliteration

Ex. Speak gently, spring, and make no sudden sound.

H. Understands dialects by restating the meaning of expressed or written communication

I. Explains slang expressions

Ex. bread--money
wheels--modes of transportation (car, motorcycle)

J. Identifies cliches

3. The learner will understand changes in language and the coinage of new words	3.01 Recognizes that morphemes are combined in a variety of ways to form new words as the changing culture demands Ex. aqua (water) + nautes (sailor) = aquanaut motor + hotel = motel 3.02 Recognizes that words may be blended to form words with new meanings as the changing culture demands Ex. breakfast + lunch = brunch smoke + fog = smog 3.03 Uses newspapers or magazines to identify newly-coined words

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page

Grades 7-9	
4. The learner will recall events and ideas in sequence	4.01 Rearranges the names of the U.S. Presidents in the order in which they were elected 4.02 Demonstrates the sequence of events by placing them on a time line 4.03 Traces a sequence of events such as the events that led to the War of 1812 4.04 Recalls sequence of time and space by numbering in chronological order the steps in a process, such as getting ready to start a car 4.05 Follows the proper sequence in writing personal and business letters 4.06 Develops a time line of historical events in relation to an individual's life time
5. The learner will follow directions	5.01 Follows printed directions such as placing designated point on a grid to complete a design or drawing 5.02 Follows step-by-step directions, e.g., procedure in a science experiment 5.03 Writes directions for performing a simple task Ex. Loading a gun 5.04 Follows directions to complete business-type forms Ex. driver's license application, social security card application, voter registration form, library card application, employment application, credit card application, membership application (discount store, clubs, etc.) loan application, bank forms, (signature card, deposit, savings, personal check), etc.

6. The learner will use the skill of classification or categorization	6.01 Groups a set of words under two topics that are given Ex. Transportation Occupation chariot stagecoach professor ricksha lawyer custodian ophthalmologist pediatrician monorail aviatrix 6.02 Writes a paragraph using categories as main ideas and objects as supporting details 6.03 Uses an object and categorizes it in as many ways possible (form, function, texture, color)
7. The learner will recognize the main idea and supporting details	7.01 States or rewrites the main idea in a series of paragraphs, a story, etc. 7.02 Underlines the sentences that are details and circles the main idea in a paragraph 7.03 Creates diagrams which illustrate the the relationship between main idea and supporting detail 7.04 Identifies details which are necessary or unnecessary to the main idea 7.05 Given a selected title, states opinions about the content of the selection
8. The learner will summarize a passage	8.01 Reads a passage and restates the main idea 8.02 Identifies the best summary from 3 or 4 summaries of a selection and gives reasons for his. choice 8.03 Reads a selection and writes a one-sentence summary
9. The learner will identify character traits	9.01 Identifies details describing the character(s) represented 9.02 Compares likenesses and differences of two characters 9.03 Makes charts identifying character traits

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

Grades 7-9	
10. The learner will identify cause/effect relationships	10.01 Reads the last page or column of a short story and writes a beginning for the story; then compares with the author's beginning
11. The learner will draw conclusions	11.01 States a conclusion for a paragraph or story 11.02 Reads several references and identifies the facts that support a conclusion 11.03 Analyzes a selection, draws conclusions, and makes generalizations Ex. To finish his bedroom Jeffrey bought veneer boards, long nails, hinges, steel rods, screws, paint and glue. The next weekend was Memorial Day and he would have three days of vacation. 1. What did Jeffrey plan to do next weekend? (drawing conclusions) 2. Are three-day holidays appropriate for remodeling projects? (making generalizations)
12. The learner will identify implied main ideas	12.01 Chooses a title for a paragraph, selection or short story and verifies answer 12.02 Explains why the author gave a specific title to a selection 12.03 Rewrites a paragraph and states main idea in first sentence
13. The learner will predict outcomes	13.01 Makes predictions of story endings A. How would our lives have been different if the Germans had won World War II B. What would happen if certain ecological balances were disturbed
14. The learner will respond to the mood and setting of a selection	14.01 Rewrites a comedy as a tragedy or a tragedy as a comedy 14.02 Identifies the mood of a poem, story, etc. 14.03 Describes how the setting influences the plot of the story, the outcome of the battle, etc. 14.04 Determines the factors that are necessary in creating an authentic setting

15. The learner will demonstrate character analysis skills	15.01 Makes a list of adjectives that describes the main character(s) 15.02 Compares and contracts two characters in a selection 15.03 Analyzes the reasons for a character's actions
16. The learner will identify analogous relationships	16.01 Responds to a written analogy by selecting the word or phrase which completes the analogy Ex. Err: _____ (human) : : Forgiveness: divine Laughs: last: : laughs: _____ (best) 16.02 Identifies the type of relationship the analogy signals Ex. Plural. House: houses: :mouse _____ (mice) Degree. Warm: boiling: : _____ (cool) : freezing Characteristic: fur: fox: : _____ feather : owl Hymonym. wrap: rap: Knight: _____ (night) Antonym. indigence: wealth: :poverty: _____ (affluence)

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

Grades 7-9	
17. The learner will make generalizations	17.01 Identifies ideas in a selection that support a generalization 17.02 Given a generalization, states supporting facts
18. The learner will analyze information and form judgments	18.01 Judges validity of sources in relation to a specific research project 18.02 Compares a topic from one or more sources to identify areas of agreement or disagreement (such as newspaper, ads, review of television shows, music, etc.) 18.03 Compares identical themes in different books, states personal preference and explains reasons 18.04 Finds examples of facts and opinions in the newspapers, under news stories, editorials, letters to the editor, advertisements, political speeches, etc. and classifies

19. The learner will identify content written to influence or persuade	19.01 Recognizes examples of propaganda devices in advertisements in newspapers, magazines, TV commercials and political speeches, and state the device used and its implications for the public Ex. Band wagon (being like others) - "Join the Crowd" Testimonial (tribute) - "Famous stars advertising cosmetics" Plain folks (identifying with the group) - "Candidate kissing babies" Bad names (unpleasant connotations) cheap Transfer (one thing related to another) "Beauty queen selling products" 19.02 Identifies propaganda that is both acceptable and unacceptable 19.03 Identifies ideas in an editorial or other article(s) which are written to subtly influence the reader
20. The learner will determine the author's competence	20.01 Reads two selections on a given topic and compares the qualifications of the authors 20.02 Selects an article and determines the author's qualifications
21. The learner will determine the author's attitude and opinions	21.01 Reads articles on the same topic by different authors and answers questions: . Does author A approve or disapprove of the person described in the article? . What is author B's attitude toward the person? . Explain how you feel toward the person . How do you know the author's attitude 21.02 Identifies and reacts to examples of the author's fairness, prejudice, bias, or point of view in magazines, newspapers, etc.
22. The learner will make comparisons of various styles of writing	22.01 Compares a story(s) and poem(s) on the same topic by different authors 22.02 Compares styles of two or more poets 22.03 Analyzes lyrics in popular music

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

Grades 7-9	
23. The learner will locate and interpret information using a variety of sources	23.01 Locates information in the library by using the card catalog (author, title and subject cards) in writing reports, essays, etc.

23.02 Locates information by using standard sources:
- A. Encyclopedias
  - . Main topic and section headings
  - . To write reports
  - . To compare two different encyclopedia articles on same subject
- B. Dictionaries
  - . To determine the etymology of of a word (brackets beside the word)
  - . To determine appropriate meaning of a word in a given context
- C. Reader's Guide to Periodical Literature
  - . To locate three articles on a specific topic
- D. World Almanac
  - . To find facts
    Ex. Nobel Peace Prize this year
- E. Atlas
  - . To locate a specific place
    Ex. The body of water that separates Europe and Africa
- F. Biographical Dictionaires
  - . To locate two or more noted writers and state their major accomplishments
- G. Thesauruses
  - . To locate variety of words to give more precise meaning
- H. Special Indexes

23.03 Uses book organizational information e.g., title page, table of contents, glossary, etc.

23.04 Scans to locate specific information

24. The learner will select and organize information

24.01 Selects appropriate sources

24.02 Skims for an overview of material
Ex. Skim a chapter to locate main ideas

24.03 Adjusts reading rate according to the type of material, purpose for reading, readability level, background of experiences

24.04 Organizes information by:
- A. Outlining using major headings, subheadings, and details of subheadings
- B. Writing concise summaries
- C. Using time lines
- D. Taking notes
- E. Using maps, charts, graphs
- F. Writing precis
- G. Using SQ3R (Survey, Question, Read, Recite, Review) as a study technique

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

Grades 7-9

25. The learner will enjoy a wide variety of literature

25.01 Appreciates literature representing different ethnic groups and cultures
Ex. Call of the Wild by Jack London
"Lochinvar" by Sir Walter Scott
"The African" by Alex Haley
"A Proposal of Marriage" by Anton Noyes
"Roberto Clemente: Super Star" by Arnold Hano

25.02 Demonstrates an interest in pleasure reading
A. Read as a leisure activity
B. Re-read favorite selections
C. Show an interest in building a personal library
D. Keep a record of library book reading
E. Read to explore career opportunities related to literature
F. Develop a personal value system for evaluating literature and showing tolerance for reading preferences of others
G. Read for the joy of it

25.03 Extends interest in different types of literature such as novel, drama, folk tales, essays, articles, news reports, short stories, biographies, autobiographies, television and movie scripts, graffiti and recording lyrics
A. Compose original stories, poems, lyrics or scripts to depict a period of history
B. Express ideas through artistic media such as graphics, sculpture and painting
C. Dramatize a poem, play or short story depicting a historical event
D. Use poems for choral reading such as "Casey at the Bat"

26. The learner will show increased vocabulary

26.01 Projects thoughts and ideas to others

26.02 Expresses thoughts and ideas in acceptable written form

26.03 Conveys precise meaning by choosing the appropriate word from a variety of words having generally the same definition

27. The learner will recognize and use words specifically related to content areas

28. The learner will understand and use special types of word groups

27.01 Recognizes and uses specialized and technical vocabulary in the content area

28.01 Recognizes words having multiple meanings and understands the appropriate meaning in context

28.02 Recognizes and uses synonyms
- Ex. Write six words which mean the same or about the same as the word transcribe (copy, write, reproduce, engross, decode, decipher)

28.03 Recognizes and uses antonyms
- Ex. Write five words having the opposite meaning of young (senior, aged, antique, elder, old)

28.04 Recognizes and uses homonyms/homophones
- Ex. The musicians played, and the (cymbals-symbols) clanged like thunder. It was, of (coarse-course), deafening.

28.05 Recognizes and uses homographs/heteronyms
- Ex. The minute particle drifted in the wind.
  Tom will be ready in a minute.

28.06 Understands and uses figurative and expressive language such as:
- simile: (An analogy in which two dissimilar things are shown to be alike, at least in one respect. In a simile, the word like or as is used)
- Ex. Silence will fall like dew.
- metaphor: (like similes, metaphors are analogies, but "like" or "as" is not used)
- Ex. They are two peas in a pod.
- hyperbole: (Overstatement, obvious exaggeration)
- Ex. He was ten feet tall!
- alliteration: (Repetition of an initial sound)
- Ex. A sweet song of sadness. . .
- onomatopoeia: (A word formed by imitating the natural sound association with the action)
- Ex. The tap tap tap or rain leaking through the roof. . .
- personifications: (The technique of representing a thing or an animal as a person)

Ex. The stream ate the bank to widen itself.
idiomatic expressions: (An accepted phrase contrary to the usual patterns of the language)
Ex. Next time he will call your bluff.
allusions: (An indirect reference to a place, person, or thing)
Ex. We met our Waterloo.
euphemism: (A pleasant term for what may be an umpleasant idea)
Ex. The graveyard is now called memorial park.
generalizations of meaning: (Broadening the original meaning to include other meanings)
Ex. He shipped the carton by air.
irony: (Subtle sarcasm in which the literal meaning is opposite the intended.)

29. The learner will understand changes in language and the coinage of new words

29.01 Recognizes that words or word parts may be blended to form new words
Ex. Medicaid (medical - aid)
microphobia (fear of small things)
agribusiness (business of agriculture)
telecast (television - broadcast)

29.02 Recognizes amelioration (the elevation of meaning) and pejoration (lowering of meaning)
Ex. amelioration
knight: formerly, any youth; today, associated with royalty
pejoration
pirate: formerly, any adventurer: today, an outlaw on the seas

29.03 Recognizes that some words become generalized or specialized

29.04 Extends understanding of word origins and expressions

29.05 Recognizes acronyms (words formed by using the first letter(s) of each word in a name)
Ex. UNESCO - United Nations Educational Social, Cultural Organization
SALT - Strategic Arms Limitations Talks
CETA - Comprehensive Employment Training Act

LITERAL COMPREHENSION (Getting the Direct Meaning from the Spoken Word or Printed Page)

Grades 10-12	
30. The learner will identify sequence of events	30.01 Places random statements in chronological order 30.02 Lists in order the events leading to a specific happening 30.03 Follows stated directions to complete tasks 30.04 Follows state directions to complete forms
31. The learner will understand categorization and classification	31.01 Places a given list of words in designated categories (bustle, tricorn hat, mini skirt, etc.)
32. The learner will recognize the main idea and supporting details	32.01 Identifies the main ideas from a selected passage 32.02 States details of a selection by answering questions of who, what, when, why, how
33. The learner will summarize information	33.01 Reads several articles on the same topic and writes a paragraph combining information 33.02 Reads a book or selection and writes a one-sentence summary
34. The learner will identify character traits	34.01 Makes a list of adjectives describing the main character(s) 34.02 Identifies a character with opposite character traits from the one portrayed in a selection

INTERPRETIVE COMPREHENSION (Understanding the Implied Meaning)

Grades 10-12	
35. The learner will identify cause and effect relationships	35.01 Identifies cause and effect relationships by selecting a newly-passed law or legal decision and anticipatcs possible effects 35.02 Finds similar situations in history, analyzes the causes of both situations and compares the effects
36. The learner will draw conclusions	36.01 Examines a well-founded conclusion and identifies statements implied in the selection to verify the conclusion 36.02 Examines a false conclusion and identifies implications to show it is a false conclusion

37. The learner will identify the implied main idea	37.01 Writes a topic sentence expressing the main idea of a selection 37.02 In ten words or less, states the main idea 37.03 Explains why the author gave a specific title to a selection
38. The learner will make predictions	38.01 Reads the first part of a selection and writes three possible endings
39. The learner will respond to the mood and setting of a selection	39.01 Reads a selection and writes adjectives to describe the mood the author intended 39.02 Describes how the mood of the story affected the characters 39.03 Describes the setting and its effects on events in a selection
40. The learner will demonstrate character analysis skills	40.01 Identifies the author's means of eliciting sympathy, empathy, or rejection for a character 40.02 Identifies influence in a character's life which cause the development of certain values 40.03 Describes the ideals and beliefs of a main character and how they influence the outcome of events 40.04 Based on character analysis, states possible reasons for a political leader's actions
41. The learner will identify analogous relationships	41.01 Identifies the relationship of written analogies

CRITICAL COMPREHENSION (Giving Personal Reactions to the Printed Page and Judging the Passage According to Personal Beliefs and Experiences)

Grades 10-12	
42. The learner will make generalizations	42.01 Reads several selections on the same topic and makes a statement which is supported by all the selections 42.02 Selects a proverb and makes statements to support the generalization
43. The learner will analyze information and form judgments	43.01 Identifies content written to influence or persuade Ex. Newspaper editorial 43.02 Recognizes and explains fallacies in reasoning, e.g., mistaken casual relationships, hasty generalization

	43.03 Recognizes information which distorts meaning or fails to support the main idea
	43.04 Notes discrepancies in two or more selections and determines which selection is more valid
	43.05 Uses an advertisement to distinguish expressions of emotional appeal from facts
44. The learner will identify content written to influence	44.01 Recognizes propaganda techniques, evaluates logically, and determines its effects
	44.02 Interprets editorial cartoons
45. The learner will determine author's competence	45.01 Finds out as much as possible about the author's background to determine author's qualifications
	45.02 Reads what well known authorities say about a particular author
46. The learner will determine author's attitude and opinions	46.01 Determines the author's purpose for writing
	46.02 Finds phrases which indicate the author's fairness, bias, fallacies in reasoning, etc.
47. The learner will make comparisons of various styles of writing	47.01 Determines the style of writing used by the author Ex. satire, humor, exposition, etc.
	47.02 Compares and contracts selections on the same topic written by different authors
	47.03 Finds examples of common idea expressed in different writings Ex. poetry, prose, music, short story, etc.
	47.04 Chooses an appropriate style of writing for communicating an idea

STUDY SKILLS (Tools and Techniques to Locate and Organize Information)

Grades 10-12	
48. The learner will locate information	48.01 Locate information in a library by using the card catalog
	48.02 Locate information by using: Ex. encyclopedias dictionaries telephone books guides (TV, etc.) Reader's Guide to Periodical Literature atlas

	newspapers biographical almanacs dictionaries Vertical File Information File special indexes
	48.03 Uses book format: Ex. title page table of contents glossary, etc.
	48.04 Scans to locate specific information
	48.05 Distinguishes between primary and secondary sources
49. The learner will select and organize information	49.01 Selects appropriate sources of information
	49.02 Summarizes information from a variety of sources
	49.03 Skims a section of printed matter in order to get an overall view
	49.04 Adjusts reading rate in relation to the purpose for reading and the level of difficulty
	49.05 Organizes information Ex. outlines flow charts time lines special order descriptions (floor plan, etc.) labeled sketches maps charts graphs (pi, line, bar, pictograph)
	49.06 Uses study strategies Ex. outlining notetaking summarizing paraphrasing underlining precise writing SQ3R - Survey, Question, Read, Recite, Review REAP - Read, Encode, Annotate, Ponder PQRST - Preview, Question, Read, Summarize, Test
	49.07 Demonstrates proofreading techniques
	49.08 Uses cross references
50. The learner will demonstrate increased self-direction	50.01 Given a project, shows increasing self-reliance
	50.02 Given a series of tasks, demonstrates initiative and self-reliance

APPRECIATION OF LITERATURE (Realize the Enjoyment and Worth of Reading)

Grades 10-12

51. The learner will enjoy and appreciate a wide variety of literature

51.01 Chooses to read as a leisure activity
51.02 Reads for enjoyment or analysis
Ex. novels and short stories to note plot and characterization
drama to develop imagery of setting and description
newspapers and magazines to discover types of content and to be selective in choice
essays to note purpose of writer (inform, entertain, persuade)
poetry and prose to note the rhythm and emotional impact of words
biographies and autobiographies to live vicariously, to empathize
technical material to develop or extend special interest
51.03 Expresses a preference for certain types of literature
51.04 Recognizes and reads literature of different cultures
51.05 Recognizes dialect and understands opinions or philosophies in written material
51.06 Recognizes conflicts in beliefs by examining different opinions or philosophies in written material
51.07 Identifies actions based on beliefs of characters and states personal agreement or disagreement with the action

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Writing

Writing

To be able to communicate one's thoughts and ideas through writing is critical to the hearing impaired individual. Even the most learned hearing handicapped person with proficient auditory and speech/reading skills will find himself on occasion in environments so noisy and frustrating that the written message is the only dependable mode of communication. Not only is writing viewed as a survival skill for the hearing handicapped, but it can be a rewarding avenue of communication through which expression flows freely and uninhibitedly - a common ground for all.

Critical to written composition is a proficiency in the skill of handwriting. The required motor skills are presented developmentally from birth through kindergarten, and are interspersed throughout the primary years. It is hoped that these goals and performance indicators will be useful in programming appropriately the learner's writing skills acquisition.

The publication drew heavily from the parent document, Competency Goals and Performance Indicators K-12 for the composition skills. We would refer the reader not only to that source, but also to the complementary sections of this document - Gross Motor, Fine Motor, and Language.

PRELIMINARY MOTOR SKILLS
REQUISITE FOR WRITING

WRITING

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a student's performance. Others may be used if they are more appropriate for the learner.
0 - 1 Year	
1. The learner will be able to reach for and grasp objects	1.01 Reaches for an object 6-9 inches in front of him 1.02 Grasps object held 3 inches in front of him 1.03 Reaches and grasps objects in front of him 1.04 Reaches for preferred object 1.05 Puts down one object deliberately to reach for another 1.06 Picks up and drops objects on purpose 1.07 Uses pincer grasp to pick up objects 1.08 Reaches with one hand from creep position
2. The learner will be able to retain objects	2.01 Transfers object from one hand to another in sitting position 2.02 Retains two one-inch cubes in one hand 2.03 Turns pages of a book, several at a time 2.04 Puts small objects in a container
3. The learner will be able to throw objects	3.01 Flings objects haphazardly 3.02 Drops object from a receptacle
4. The learner will be able to use his hands for movement and/or noise	4.01 Creeps 4.02 Claps hands 4.03 Scoops with spoons or shovel
1 - 2 Years	
1. The learner will be able to use his hands for movement	1.01 Creeps upstairs 1.02 Rolls a ball in imitation 1.03 Pushes and pulls toys while walking 1.04 Bends at waist to pick up objects without falling 1.05 Imitates circular motion
2. The learner will be able to manipulate his hand(s) for the purpose of construction, or bringing one medium together with another	2.01 Puts four rings on a peg 2.02 Removes one-inch pegs from pegboard 2.03 Puts one-inch pegs in pegboard 2.04 Builds tower of three blocks
3. The learner will be able to imitate the basic process in the art of writing	3.01 Marks with a crayon or pencil

2 - 3 Years	
1. The learner will be able to use his hands for construction and/or movement purposes	1.01 Strings four large beads in two minutes 1.02 Turns door knobs, handles, etc. 1.03 Builds tower of five or six blocks 1.04 Turns pages one at a time 1.05 Folds paper in half in imitation 1.06 Rolls clay balls 1.07 Pounds five out of six pegs
2. The learner will be able to take apart or undo objects	2.01 Unwraps small objects 2.02 Takes apart and puts together snap-together toys 2.03 Unscrews nesting toys
3. The learner will initiate with a writing or marking instrument the general process of writing	3.01 Grasps pencil between thumb and fore-finger, resting pencil on third finger
3 - 4 Years	
1. The learner will be able to use his hands for movement and/ or construction purposes	1.01 Puts together three-piece puzzle or formboard 1.02 Traces templates
2. The learner will develop some competence in the use of scissors	2.01 Snips with scissors 2.02 Cuts along eight inch straight line within one-fourth inch of the line
3. The learner will be able to retrieve and retain objects	3.01 Catches ball with two hands
4 - 5 Years	
1. The learner will be able to retrieve and retain objects	1.01 Bounces and catches large ball
2. The learner will be able to use his hands for the purpose of construction	2.01 Makes clay shapes put together with two or three parts 2.02 Screws together threaded objects
3. The learner will refine his competency with scissors	3.01 Cuts along curved line 3.02 Cuts out two-inch circle 3.03 Cuts out and pastes simple objects
4. The learner will refine competencies in spatial approximations	4.01 Makes a variety of scribbling patterns 4.02 Scribbles, confining it to a page 4.03 Imitates a vertical or horizontal line drawn by an adult 4.04 Draws simple, recognizable pictures, such as house, man, or tree

5. The learner will approximate configurations	5.01 Copies (imitates) a circle 5.02 Copies (imitates) a square 5.03 Copies (imitates) a cross 5.04 Copies (imitates) the shapes of "O", "V," "H," and "T." 5.05 Copies his own first name
6. The learner will utilize proper paper placement for ease of writing	6.01 Angles paper to the right for right handedness 6.02 Angles paper to the left for left handedness
5 - 6 Years	
1. The learner will refine competencies in the process of writing	1.01 Prints capital letters, large, single, anywhere on paper 1.02 Can copy small letters 1.03 Colors, remaining within the lines, most of the time 1.04 Cuts pictures from magazines or catalogs without being more than one-fourth inch from the edge 1.05 Uses pencil sharpener 1.06 Copies complex drawings 1.07 Tears simple shapes from paper 1.08 Folds paper square two times on diagonal in imitation 1.09 Prints name on primary paper, using lines
2. The learner will be able to use a large crayon or pencil	2.01 Uses crayon or pencil on newsprint for enjoyment 2.02 Copies lines and curves with approximate accuracy 2.03 Colors pre-printed materials, keeping strokes contained within lines
3. The learner will be able to "tell a story" from a picture	3.01 Looks at pictures in books and tells what is happening 3.02 Predicts what might happen next when looking at a picture 3.03 Describes a picture he has drawn 3.04 Draws a picture to illustrate an event he as seen or "heard."
Grades K - 3	
1. The learner will be able to determine a purpose for writing	1.01 Looks at pictures and dictates caption 1.02 Dictates or writes several sentences that describe something or tell a story

2. The learner will be able to write simple letters	2.01 Names people or groups to whom he can write 2.02 Writes letters to people or groups
3. The learner will be able to select an appropriate form for writing and to write in any identified form	3.01 Dictates or writes in the following forms: narrative descriptions; a simple story or poem; friendly letters; letters of invitation and thanks; forms which require name, address, telephone numbers
4. The learner will be able to organize pictures and ideas	4.01 Given three pictures which illustrate events from a story, orders the pictures in proper sequence 4.02 Dictates or writes steps in completing a task 4.03 Selects/categorizes words under a general heading when given a list of single items (i.e., fruit: apple, lemon, orange, etc.)
5. The learner will be able to write complete sentences	5.01 Dictates a complete sentence for someone else to write down 5.02 Given sentence building word cards, arranges them to form sentences 5.03 Writes complete sentences in correct syntactical form: subject, verb phrase, objects, complements.
6. The learner will be able to write a simple composition	6.01 Dictates or writes a simple story or letter that has an appropriate beginning, middle and end 6.02 Having written a simple story, identifies the beginning, middle, and end 6.03 Generates sentences for the story which use new vocabulary appropriately
7. The learner will be able to use upper and lower case letters conventionally	7.01 Shows appropriate use of capital letters for beginning of sentences, proper nouns, and the pronoun "I"
8. The learner will be able to spell correctly words that fall within his usage range	8.01 Practices writing sentences correctly 8.02 Practices writing words correctly from dictation 8.03 Uses a beginning dictionary to find correct spellings for words
9. The learner will be able to write legibly in manuscript and cursive forms	9.01 Writes name and address legibly 9.02 Writes sentences legibly in manuscript and later in cursive

10. The learner will be able to punctuate simple sentence forms correctly.	10.01 Uses a period after a simple declarative or imperative sentence 10.02 Uses a question mark after a simple interrogative sentence 10.03 Uses an exclamation point after a simple exclamation
11. The learner will begin to understand and compose simple syntactical forms	11.01 Writes simple declarative sentences which have subjects and verbs. (Mary ran. The flower died.) 11.02 Writes simples sentences which have subject, verb, object. (John hit the ball. I saw you.) 11.03 Writes simple sentences which have subject, linking verb, predicate complements. (Mike is sick. The bird is pretty. Ice is cold.) 11.04 Writes simple sentences using negation appropriately. (My hair is not blond. Fish cannot fly.)
12. The learner will generate simple interrogative forms	12.01 Writes simple questions using WHO 12.02 Writes simple questions using WHAT 12.03 Develops an understanding of other WH forms and their usage as appropriate to individual learner
Grades 4 - 6	
1. The learner will be able to determine a purpose for writing on a more advanced level	1.01 Expresses a purpose and writes a paragraph 1.02 Writes letters and stories and tells the purpose for writing
2. The learner will be able to clarify and organize ideas and feelings before writing	2.01 Talks about ideas and feelings and puts into sequential order for writing 2.02 Selects a main idea and supports it with several ideas in sequence
3. The learner will be able to use correct sentence forms	3.01 Joins two simple sentences 3.02 Writes basic sentences in correct form 3.03 Writes a paragraph that contains no sentence fragments
4. The learner will be able to compose a piece of writing that has a main idea	4.01 Beginning with a topic sentence he will be able to develop a paragraph
5. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle, and end	5.01 Writes a personal experience with a beginning, middle, and end 5.02 Writes a paragraph with a topic sentence, two or three supporting sentences, and a concluding sentence

6. The learner will be able to use upper and lower case letters conventionally	6.01 Shows use of capitalization in direct quotation and book, movies and TV titles 6.02 Writes a paragraph which contains correct use of upper and lower case letters
7. The learner will be able to practice conventional usage of grammar	7.01 Is able to write sentences with a) subject and verb agreement b) pronoun agreement c) comparison of adjectives 7.02 Writes a paragraph or story which contains the conventional use of verbs and pronouns, subject verb agreement and comparisons
8. The learner will be able to spell and punctuate conventionally	8.01 Demonstrates in sentences and paragraphs correct spelling and punctuation 8.02 Uses apostrophes, quotation marks, and semi-colons in sentences and paragraphs 8.03 Uses a dictionary to check correct spelling
9. The learner will be able to use cursive legibly	9.01 Writes all required work legibly in cursive 9.02 Writes a paragraph in cursive that is legible in terms of letter formation, size, alignment, slant, space, and format of paper.
Grades 7 - 9	
1. The learner will be able to determine a purpose for writing	1.01 Writes a set of directions for another student to follow 1.02 States a purpose and writes a business letter (order, request for information, etc.) 1.03 States a purpose and writes a book report
2. The learner will be able to write in appropriate form descriptions, letters, reports, stories and poems	2.01 Writes a character sketch 2.02 Writes acceptable essays and book reports 2.03 Writes news stories and editorials 2.04 Begins to write simple poetic ideas
3. The learner will be able to clarify and organize ideas before writing	3.01 Outlines chapters according to headings and short articles by main ideas 3.02 Briefly writes the steps needed to accomplish a task and uses the outline to write a narrative description 3.03 Does brief research on a particular topic and lists facts to be included in a report on the topic
4. The learner will be able to utilize various sentence forms	4.01 Combines simple sentences to make compound sentences 4.02 Given mixed phrases and clauses, combines to make complex and compound sentences

5. The learner will be able to compose a piece of writing that has a main idea	5.01 Is able to pick out the main idea of a paragraph or short selection of three or four paragraphs 5.02 Expands a main idea into a paragraph 5.03 Writes two or three paragraphs that support a main idea
6. The learner will be able to write with a different point of view	6.01 Writes from point of view of inanimate object as to use, thoughts, etc. 6.02 Picks a character in a story and writes a letter to someone from his point of view
7. The learner will be able to compose a coherent piece of writing with an appropriate beginning, middle and end	7.01 Writes a paragraph and indicates beginning, middle, and end 7.02 Writes several paragraphs that contain topic sentences, two or more supporting details and a concluding sentence
8. The learner will be able to make appropriate word choices in composing a piece of writing	8.01 From a list of words with synonyms, picks the ones which will best describe a particular topic 8.02 Describes a character in a hypothetical situation, using vivid descriptive words and phrases 8.03 Given a paragraph, replaces certain words with more forceful ones
9. The learner will be able to use upper and lower case letters and to punctuate conventionally	9.01 Edits a piece of writing that contains no capitalization 9.02 Writes paragraphs which contain conventional upper and lower case letters 9.03 Inserts correct punctuation marks into a piece of writing 9.04 Writes several paragraphs incorporating conventional uses of punctuation
10. The learner will be able to practice conventional usage	10.01 Provides the appropriate verb in sentences 10.02 Given sentences requiring pronouns, supplies the correct nominative or objective form 10.03 Writes sentences and paragraphs with correct verb and pronoun forms
11. The learner will be able to spell conventionally	11.01 Demonstrates mastery of spelling words used in all subject areas 11.02 Uses a dictionary and proofreads a paragraph for spelling errors
12. The learner will be able to write legibly in cursive	12.01 Writes in legible form sentences from dictation 12.02 Writes several paragraphs legibly

Grades 10 - 12

1. The learner will be able to express a purpose for writing	1.01 States the purpose for writing a letter to the editor of a newspaper or magazine 1.02 Reads aloud to classmates sections from diary, narrative of personal experiences, other examples of specific purposes in writing
2. The learner will be able to complete appropriate descriptions, letters, reports, stories, and various forms	2.01 Demonstrates a mastery of skills required for completion of applications, voter registration, application for social security number 2.02 Demonstrates an acceptable pattern in writing business letters, friendly letters, informal and formal notes
3. The learner will be able to organize ideas and feelings	3.01 Takes part in prewriting discussions and arranging of ideas or facts
4. The learner will be able to write complete sentences, using greater length and more complex structure	4.01 Writes papers with no sentence fragments 4.02 Writes papers with sentences of varying length, employing complex and compound sentences as well as simple sentences
5. The writer will be able to develop paragraphs from given main ideas	5.01 Writes a paper with paragraphs based upon defined topic sentences 5.02 Writes a paper showing a focus upon a main idea supported by facts, examples, reasons, or statistical data
6. The learner will be able to write coherently, moving in sequence from beginning, to middle, to end	6.01 Demonstrates sequential order in papers in a variety of forms; descriptions, narratives, expositions
7. The learner will be able to choose correct and effective wording in writing	7.01 Employs active verbs, concrete nouns, specific descriptive words in a paper 7.02 Writes papers that show an advanced vocabulary and selection of words for reflection of meaning
8. The learner will be able to use correct capitalization and punctuation in written communication	8.01 Demonstrates mastery of rules in sentences and paragraphs
9. The learner will be able to show correct grammatical usage in written communication	9.01 Composes sentences with correct agreement of subject, verb, pronouns, choice of adjectives or adverbs 9.02 Demonstrates knowledge of various forms as letters, notes, stories, expositions, agreements, simple drama

10. The learner will be able to spell words commonly used in written communication	10.01 Refines dictionary skills for improving spelling
11. The learner will be able to write legibly in cursive form	11.01 Writes sentences and paragraphs in form acceptable by teacher for legibility 11.02 Produces good guality of cursive writing in designated practice sentences
12. The learner will demonstrate the ability to collect information from various sources	12.01 Demonstrates mastery of dictionary and thesaurus use 12.02 Demonstrates familiarity with the card catalog 12.03 Demonstrates appropriate use of reference materials, periodicals, journals, and publications
13. The learner will demonstrate appropriate reporting skills	13.01 Prepares factual reports (news, experiences) 13.02 Prepares subjective reviews (books, articles, news items)
14. Tne learner will demonstrate the ability to prepare personally identifiable information	14.01 Prepares acceptable autobiographical sketch in narrative form 14.02 Prepares vita/resume according to appropriate format
15. The learner will demonstrate critical writing skills	15.01 Prepares supporting/dissenting analysis (books, news, movies, . . .) 15.02 Prepares appropriate supportive materials for use in formal debate 15.03 Prepares appropriate editorial response 15.04 Prepares acceptable literary analysis or character comparison

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K-12

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Mathematics

This section of Competency Goals and Performance Indicators for Hearing Impaired students in the area of mathematics has been written as a supplement to Competency Goals and Performance Indicators, K-12. Where Performance Indicators are the same, examples have not been repeated and the reader will find the parent document very helpful. Teachers should also be aware that these are minimal competencies and that, where appropriate, these stated goals and objectives should be expanded to include not only those of the parent document, but to go beyond.

Please note that in places the add-subtract and multiply-divide goals have been combined. Note also that in order to keep this document as brief as possible, the secondary skills of specific subject areas (algebra, geometry and consumer mathematics) were not repeated. The reader is referred to pages 134-149 of the parent document for assistance with these courses.

The language of mathematics is frequently a challenge to the most astute learner. This is especially true for the hearing impaired pupil whose handicap has deprived him of valuable language input/learning. Intense effort and deliberate planning must assure that manipulative materials, visually presented concepts, and repetitions of new information are used with HI pupils to insure the attainment of specific goals. Since learners meet the same competency goals at different times and in different manners, a wide and varied assortment of supplementary teaching materials must be utilized if each learner is to successfully master the stated goals and objectives.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Level 0-4	
1. The learner will begin to use the vocabulary of mathematics	1.01 Responds to comparison words. Example: "more milk," "that ball is bigger," "you are taller" 1.02 Uses toys for matching and grouping by size, number, shape and color (blocks, puzzles, beads, etc.) 1.03 Uses toys and playground equipment for measuring (water, sand); gross motor development (tricycles, swings, climbing equipment); fine motor development (sewing cards, paint brushing) 1.04 Begins to respond to and use words related to time (wait, later, tomorrow, after) you eat, after awhile, bed time, etc.) 1.05 Begins to respond to and use words related to money (penny, nickle, dime, etc.) 1.06 Uses toys for showing spatial relationship (prepositions) such as over, under, between, near, in, out, on, up, down, next to) 1.07 Begins to play games that employ counting (jump rope, hop scotch, etc.)
Kindergarten	
1. The learner will respond to and use the vocabulary of mathematics in a manner commensurate with his mental maturity	1.01 Uses physical activities and manipulation of tangible objects to demonstrate understanding of such words as: same, more, less, enough, alike, different, none, before, after, between, inside, outside, over, under, up, down, around, next, last, near, far, join, separate, match, smaller, larger, heavier, lighter, longer, shorter, thick, thin, line, circle (this is a sample, not an exhaustive list) 1.02 Begins to use above words in response to appropriate questions

2. The learner will indicate development of the ability to deal with spatial relationships in a manner commensurate with his mental maturity	2.01 Selects largest and smallest 2.02 Makes comparisons of "more" and "less" 2.03 Uses "full" and "empty" 2.04 Manipulates objects to show knowledge of prepositions (near, on top of, under)
3. The learner will classify items according to selected characteristics	3.01 Uses and finds circles, squares 3.02 Sorts and classifies by color, size and shape
4. The learner will demonstrate ability to deal with order in a set of items in a manner commensurate with his mental maturity	4.01 Duplicates the order of a given set of no more than 3 items 4.02 Orders a set (no more than 4) from largest to smallest 4.03 Counts members of sets to 10 4.04 Associates a set with its numbers from 1-10 4.05 Identifies items that are "first," "last," and "between" in a set
5. The learner will solve problems by one-to-one matching in a manner commensurate with his mental maturity	5.01 Matches items in two groups in one-to-one correspondence 5.02 Matches equivalent sets of items (up to 5 items)
6. The learner will deal with numbers in a manner commensurate with his mental maturity	6.01 Counts objects to answer "How many?" (up to 5 items) 6.02 Identifies "first," "second," and "third" 6.03 Counts with adults in activities such as jumping rope, bouncing a ball, etc.
7. The learner will deal with money, time, and temperature in a manner commensurate with his mental maturity	7.01 Selects nickle, dime, and penny and answers "How much?" 7.02 Recognizes on a clock face time for significant daily activities (start of school, lunch, recess, school closing) 7.03 Recognizes seasons
Grade 1	
1. The learner will demonstrate development of some geometric concepts	1.01 Identifies "circle," "square," "triangle," and "rectangle" 1.02 Describes characteristics of shapes (number of sides, corners, etc.) 1.03 Picks out objects in room that have same shape 1.04 Identifies one-half of shape

2. The learner will show evidence of understanding and ability in dealing with measurement in ways that are compatible with his mental maturity	2.01 Shows by direct comparison which of 2 items is longer, heavier, etc.; which of 3 items is the longest, etc. 2.02 Uses arbitrary units to measure. "This book is 4_____long" 2.03 Uses calendar to determine "Today" and "How many days until _____" 2.04 Uses clock to tell time by hour and halfhour 2.05 Uses thermometer to identify "hot," "warm," "cool," "cold" 2.06 Identifies all coins and tells value of each 2.07 Selects coins to pay for items up to 20¢
3. The learner will demonstrate ability to use number and numeration in a manner compatible with his mental maturity	3.01 Counts objects and writes numerals up to 10 3.02 Uses ordinal numbers up to tenth 3.03 Identifies zero (0) as the numeral meaning "none" 3.04 Matches numerals with their printed names up to 10 3.05 Names number before or after a given number or between two given numbers 3.06 Counts by 5's and 10's to 90 3.07 Groups objects by 10
4. The learner will demonstrate ability and skill in computation commensurate with his mental maturity	4.01 Shows that numbers (up to 10) may be grouped in different ways 4.02 Adds 2 numbers (sums to 10) orally and written either horizontally or vertically 4.03 Solves oral word problems in addition 4.04 Subtracts two numbers (below ten) orally and written either horizontally or vertically 4.05 Solves oral word problems in subtraction
Grade 2	
1. The learner will demonstrate the ability to deal with number and numeration in a way that is commensurate with his mental maturity	1.01 Counts between any two points up to 100 and by 2's to 100 1.02 Matches printed names of numbers to numerals up to 20 1.03 Compares numbers between 1 - 100 (48 is larger than 21)

	1.04 Reads and writes numerals up to 100 1.05 Groups by 10's and shows understanding of two and three digit numerals 1.06 Identifies 1/2, 1/3,1/4 of a figure
2. The learner will demonstrate ability to deal with computation in a manner commensurate with his mental maturity	2.01 Demonstrates all combinations of sums 2.02 Shows how subtraction and addition facts are related (6+2=8, 8-6=2) 2.03 Uses zero in addition and subtraction facts 2.04 Writes and reads all known addition and subtraction facts (vertically and horizontally) 2.05 Adds and subtracts two-digit numbers requiring regrouping 2.06 Writes numeral sentences and solves written word problems in addition and subtraction 2.07 Adds 3 one-digit numbers, sums to 19, using a parenthesis
3. The learner will deal with measurement in a manner commensurate with his mental maturity	3.01 Compares items in immediate environment as to height, weight, length, etc. 3.02 Uses non-standard units (end-to-end) to measure objects 3.03 Identifies meter and centimeter as standard units of measurement and names objects that would be measured by each (book, pencil, desk measured by centimeter; classroom, hall, yard, measured by meter)
4. The learner will recognize and use some common measuring devices and units dealing with time and money	4.01 Uses calendar to identify "yesterday," "tomorrow," "this week" 4.02 Identifies value of set of coins up to $1.00 4.03 Selects various combinations of coins (multiples of 5) to pay for items up to $1.00 4.04 Uses clock to identify time up to quarter hour 4.05 Compares 2 like thermometers (e.g. Fahrenheit) as to "warmer," "colder" 4.06 Reads simple bar graphs
5. The learner will demonstrate the development of some geometric concepts comparable to his mental ability	5.01 Compares and contrasts shapes of triangle, rectangle, square 5.02 Picks out environmental objects and compares shapes

Grade 3

1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his mental maturity	1.01 Reads and writes numerals up to four digits 1.02 Uses manipulatives to group and explain numbers to four digits (i.e. place value) 1.03 Compares numbers up to four digits with symbols $<$, $>$, = 1.04 Rounds numbers to nearest 10 1.05 Identifies even and odd numbers 1.06 Uses expanded notation to show three-digit numbers (134=100+30+4) 1.07 Reads and writes dollars and cents 1.08 Reads and writes fractions 1.09 Identifies and compares concrete fractional parts (i.e., 1/4 1/8)
2. The learner will demonstrate ability and skill in computation commensurate with his mental maturity	2.01 Demonstrates command of basic addition facts to 20 2.02 Identifies related subtraction facts 2.03 Explains "regrouping" of up to four-digit numbers of purposes of adding 2.04 Regroups two-digit numbers for purposes of subtracting 2.05 Adds up to three-digit numbers with regrouping 2.06 Subtracts from three-digit numbers with regrouping 2.07 Shows multiplication as repeated addition 2.08 Explains 0 as a factor in multiplication 2.09 Gives answer to basic multiplication facts through 5th table 2.10 Multiplies a two-digit factor by a one-digit factor 2.11 Shows how division is the reverse of multiplication 2.12 Demonstrates division as repeated subtraction 2.13 Divides one-digit divisor with no remainder
3. The learner will demonstrate ability to solve problems in a manner commensurate with his mental maturity	3.01 Solves word problems in addition and subtraction 3.02 Writes number sentences to show process in solving word problems 3.03 Makes estimates of the answer to a word problem before computing it

4. The learner will exhibit competency in identifying and using standard units of measure in a manner commensurate with his mental maturity	4.01 Identifies "inch," "foot" and "yard" as standard units of measurement 4.02 Estimates length, weight, etc... of objects and checks by measuring 4.03 Uses direct comparisons to see differences in two surface areas 4.04 Identifies 0^{o} Celsius and 32^{o} Fahrenheit as "freezing" 4.05 Determines and records time from a clock 4.06 Demonstrates equivalence of a dollar with a variety of coins 4.07 Uses real or play money to make change from \$1.00 (multiples of 5¢) 4.08 Identifies "liter," "quart" and "gallon" as units of liquid measurement
5. The learner will exhibit development of geometric concepts commensurate with his mental maturity	5.01 Uses paper folding to determine whether a figure is symmetric 5.02 Compares figures to determine congruency 5.03 Compares characteristics of cubes, spheres, and cylinders 5.04 Identifies corners found only in squares and rectangles (e.g. right angles)
6. The learner will be able to use graphs and charts in a manner commensurate with his mental maturity	6.01 Interprets information presented in a pictograph 6.02 Constructs and interprets simple bar graphs
Grade 4	
1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his mental maturity	1.01 Identifies place value in a number up to five digits 1.02 Reads and records whole numbers up to five digits 1.03 Rounds numbers to the nearest hundred 1.04 Uses pictures, drawings or objects to show fractions to be part of a whole or part of a set of objects 1.05 Recognizes and writes symbols for fractions
2. The learner will demonstrate ability and skill in computation commensurate with his mental maturity	2.01 Adds and subtracts all whole numbers with regrouping (including zero) 2.02 Gives prompt response to all basic multiplication facts 2.03 Multiplies one-,two-, and three-digit numbers by one-digit numbers or multiples of ten (regrouping) 2.04 Identifies division facts related to multiplication facts 2.05 Divides one-, two-, and three-digit numbers by a one-digit number (with/ without remainders) 2.06 Adds and subtracts like fractions 2.07 Estimates answers to addition and subtraction

	2.08 Solves word problems by multiplying or dividing
	2.09 Distinguishes extraneous facts from necessary facts in word problems
3. The learner will exhibit competency in identifying and using standard units of measure in a manner commensurate with his mental maturity	3.01 Selects appropriate units of measurement and measures familiar objects to nearest centimeter
	3.02 Uses "square inch" and "square centimeter" to describe areas of objects
	3.03 Uses models to demonstrate understanding of "perimeter," "circumference" and "area"
	3.04 Identifies "pound," "gram" and "kilogram" as units to measure weight
	3.05 Recognizes that weather reports are in "C" and "F" measurements
	3.06 Uses calendar and clock to solve "story" problems
	3.07 Solves problems which involve making change
4. The learner will exhibit development of geometric concepts commensurate with his mental maturity	4.01 Shows the difference between parallel and intersecting lines
	4.02 Uses matching shapes to determine if two figures are congruent
5. The learner will be able to use graphs and charts in a manner commensurate with his mental maturity	5.01 Interprets pictograph which shows representation of many-to-one ratio
	5.02 Names ordered pairs that identify points on a grid
	5.03 Interprets information found on a chart or graph in fourth grade math book
Grade 5	
1. The learner will demonstrate the ability to deal with number and numeration in a manner commensurate with his mental ability	1.01 Reads, records, and recognizes word names for whole numbers up to seven digits
	1.02 Recognizes place value for numbers up to seven digits
	1.03 Records and explains expanded notation
	1.04 Rounds numbers to the nearest thousand
	1.05 Compares four- and five-digit whole numbers
	1.06 Identifies prime and composite numbers
	1.07 Arranges fractional numbers on number line
	1.08 Identifies and compares mixed numbers and improper fractions
	1.09 Shows decimal notation two places to the right of the decimal
	1.10 Shows relationship between fractions and decimals
	1.11 Recognizes roman numerals up to fifty

2. The learner will demonstrate skill in computation commensurate with his mental ability	2.01 Estimates product of two-digit numbers by rounding off and multiplying 2.02 Demonstrates mastery in multiplying by two-digit numbers 2.03 Solves word problems of multiplication 2.04 Divides by two-digit numbers (remainder) 2.05 Checks division by multiplying 2.06 Solves word problems with multiplication and division 2.07 Adds and subtracts fractions and mixed numbers with unlike denominators 2.08 Finds greatest common factor and least common multiple of two-digit numbers
3. The learner will exhibit competency in identifying and using standard units of measure commensurate with his mental ability	3.01 Uses centimeters and kilograms to accurately measure and weigh people and objects in environment 3.02 Explains and uses formulas for finding area and perimeter of a rectangle 3.03 Determines distances on a map, using scale provided 3.04 Solves word problems with standard units of measurements 3.05 Solves word problems involving elapsed time
4. The learner will exhibit development of geometric concepts commensurate with his mental ability	4.01 Draws and names points, line segments, rays, angles, and intersecting lines 4.02 Identifies right angles
5. The learner will be able to develop and use graphs in a manner commensurate with his mental ability	5.01 Interprets a broken line graph 5.02 Interprets bar and line graphs from newspapers, magazines, textbooks, etc. . .
Grade 6	
1. The learner will demonstrate ability to deal with number and numeration in a manner commensurate with his mental ability	1.01 Reads, interprets, and records fractions and decimals 1.02 Uses a number line to identify positive and negative numbers 1.03 Works with positive and negative numbers in everyday situations 1.04 Explains percent as a ratio 1.05 Interprets roman numerals 1.06 Uses and explains exponential notation

2. The learner will demonstrate skill in computation commensurate with his mental ability	2.01 Demonstrates ability to multiply any multi-digit number 2.02 Demonstrates ability to divide by a two-digit number 2.03 Rounds off decimal addends and estimates the sum 2.04 Multiplies and divides fractions 2.05 Multiplies and divides decimals 2.06 Solves word problems with multiplication and division of fractions 2.07 Solves practical problems dealing with averages, time, distance, speed and percent
3. The learner will exhibit competency in identifying and using standard units of measure commensurate with his mental ability	3.01 Relates metric measures to one another (kilogram to kilometer, etc.) 3.02 Selects most appropriate metric unit for weighing various items 3.03 Identifies various temperatures on a Celsius thermometer 3.04 Identifies and uses metric symbols for commonly used metric measures 3.05 Solves problems which call for regrouping measures
4. The learner will exhibit development of geometric concepts commensurate with his mental ability	4.01 Uses a protractor to measure angles; differentiates right, acute, obtuse angles 4.02 Learns and uses formula for area of triangle 4.03 Learns and uses formula for finding circumference of a circle
5. The learner will be able to develop and use graphs in a manner commensurate with his mental ability	5.01 Constructs and interprets bar and line graphs 5.02 Reads and interprets a circle graph
Grade 7	
1. The learner will demonstrate an understanding of decimal system of numeration	1.01 Reads and writes word names and numerals for whole numbers up to seven digits 1.02 Rounds off any number up to 10,000 to any designated place 1.03 Uses $<$, $>$, $=$, to compare numbers up to seven digits
2. The learner will compute with whole numbers	2.01 Adds and subtracts whole numbers up to five digits 2.02 Estimates the sum or difference of any four-digit number by rounding off to the nearest 100 or 1,000 2.03 Writes mathematical sentences and solves word problems with addition and subtraction 2.04 Multiplies by two- and three-digit numbers 2.05 Divides by a two-digit number

	2.06 Solves multiplication and division word problems
	2.07 Raises a number to a given power
	2.08 Expresses a product in its exponential form
	2.09 Identifies factors and is able to find the greatest common factor of two whole numbers
	2.10 Determines the least common multiple of two whole numbers
	2.11 Uses commutative, associative and distributive properties of addition and multiplication
3. The learner will demonstrate an understanding of fractions and their applications	3.01 Reads and writes fractions and mixed numbers
	3.02 Determines equivalent fractions and lowest terms
	3.03 Adds and subtracts fractions and mixed numbers
	3.04 Multiplies and divides fractions and mixed numbers
	3.05 Works word problems with addition, subtraction, multiplication and division of fractions
	3.06 Uses $<$, $>$, $=$, to compare fractions
4. The learner will demonstrate an understanding of decimals and their applications	4.01 Reads and writes decimals through thousandths
	4.02 Reads and writes money through $1,000
	4.03 Uses $<$, $=$, $>$, to compare two decimals
	4.04 Rounds decimals to whole numbers or two places to right of the decimal
	4.05 Adds and subtracts decimals to three decimal places
	4.06 Multiplies and divides decimals to three decimal places
	4.07 Determines equivalent amounts of money up to $20,000
	4.08 Multiplies and divides money amounts
	4.09 Writes a decimal as a fraction and a fraction as a decimal
5. The learner will demonstrate an understanding of ratio, proportion, and percent	5.01 Expresses a comparison of two numbers as a ratio
	5.02 Finds the missing term of a proportion
	5.03 Explains percent as a fraction of 100
	5.04 Explains relationship between fraction, decimal and percent and demonstrates ability to interchange

6. The learner will demonstrate an understanding of geometric shapes and constructions	6.01 Identifies "point," "line," "segment," "plane," "ray," and "angle" 6.02 Classifies lines as intersecting, parallel, or perpendicular 6.03 Classifies angles as acute, obtuse, and right 6.04 Identifies polygons of no more than eight sides 6.05 Identifies parts of a circle 6.06 Uses a compass and straight edge to bisect a segment or angle
7. The learner will do some measurement activities and solve related problems	7.01 Determines difference between two times 7.02 Demonstrates ability to use metric or standard measuring units to determine, length, width, height, mass, capacity 7.03 Determines temperature by reading "F" and "C" thermometers 7.04 Solves problems involving length, width, height, mass, and capacity 7.05 Demonstrates ability to find perimeter, circumference, area of triangles, rectangles, circles
8. The learner will demonstrate an understanding of graphs, tables, maps and statistics	8.01 Collects, records, and interprets data in tables, charts, and diagrams 8.02 Constructs and interprets bar, circle, line and picture graphs 8.03 Uses a map for locating points and measuring 8.04 Locates points on a number line
9. The learner will demonstrate an understanding of integers	9.01 Uses < and > to compare two integers 9.02 Arranges integers in increasing and decreasing order
Grade 8	
1. The learner will demonstrate an understanding of whole numbers and operations involving them	1.01 Rounds numbers and estimates with rounding 1.02 Adds, subtracts, multiplies, and divides whole numbers in solving word problems 1.03 Raises a number to a given power 1.04 Finds greatest common factor (GCF) and least common multiple (LCM) of two whole numbers 1.05 Identifies commutative, associative, and distributive properties of addition and multiplication

2. The learner will demonstrate an understanding of decimals and their applications	2.01 Reads and writes numbers with as many as three decimal places 2.02 Arranges several decimal numbers in ascending or descending order 2.03 Rounds decimal number to tenths, hundredths, and thousandths 2.04 Adds, subtracts, multiplies and divides decimal numbers 2.05 Identifies cost of multiple items and computes change up to $20.00
3. The learner will demonstrate an understanding of fractions and how to compute with them	3.01 Reads and writes fractions 3.02 Recognizes (and is able to reduce to lowest terms) equivalent fractions 3.03 Converts improper fractions to mixed numbers and vice versa 3.04 Adds, subtracts, multiplies, and divides fractions 3.05 Converts fractions into decimals and vice versa 3.06 Uses $<$, = , $>$ to compare two fractions
4. The learner will demonstrate an understanding of ratio, proportion, and percent	4.01 Writes a fraction to express a ratio 4.02 Finds the missing term of a proportion 4.03 Writes fraction, decimal and percent equivalents 4.04 Solves any of three forms of percent problems 4.05 Finds new cost involving percent of increase/decrease (discounts, tax, simple interest)
5. The learner will demonstrate an understanding of geometric shapes and constructions	5.01 Classifies triangles and quadrilaterals according to the measure of sides and angles 5.02 Identifies similar and congruent figures 5.03 Uses compass and straight edge to copy and bisect segments and angles
6. The learner will do some measurement activities and solve related problems	6.01 Solves problems relating to time 6.02 Determines length, width, height, capacity and mass with metric or customary units 6.03 Reads temperature 6.04 Finds perimeter, circumference and area of polygons, rectangles, squares, triangles and circles 6.05 Determines volume of cubes and rectangular prisms

7. The learner will demonstrate a basic understanding of integers	7.01 Uses $<$ or $>$ to compare two integers 7.02 Arranges several integers in increasing or decreasing order 7.03 Identifies absolute value and additive inverse of integers 7.04 Adds, subtracts, multiplies, and divides integers
8. The learner will demonstrate a beginning knowledge of the real numbers	8.01 Finds square root by using a table 8.03 Determines length of the hypotenuse or right triangle
9. The learner will demonstrate an understanding of graphs, tables, maps and statistics	9.01 Reads and interprets bar, line, circle and picture graphs 9.02 Computes distance on a map from a scale 9.03 Graphs whole numbers, fractions, decimals and integers on a number line 9.04 Identifies the coordinates when given a point on a graph 9.05 Plots a point on a graph when given the coordinates 9.06 Determines "mean," "median," and "mode" from a set of data
10. The learner will demonstrate the ability to solve simple equations and inequalities	10.01 Solves a distance, rate, and time problem when given two of the three variables 10.02 Finds the solution to an equation by using the addition property of equality 10.03 Finds the solution to an equation by using the multiplication property of equality

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Vocational Education

For hearing impaired learners vocational education offers meaningful and satisfying learning experiences. There are few competencies they are unable to achieve due to hands-on procedures that by themselves reduce the ever-present communication barriers. Hands and eyes are strengths of the hearing impaired population that vocational education utilizes to a high degree.

Too much cannot be said for the need to have successful hearing impaired adults model vocational roles for hearing impaired students. This is stressed in several performance indicators.

NOTE: Vocational Education competencies which are specific to the preschool years can be found under the gross and fine motor skills listings of the Developmental Skills Section.

COMPETENCY GOAL(S)	PERFORMANCE INDICATORS Each indicator is one of many which can assess a pupil's performance. Others may be used if they are more appropriate for the learner.
Grades K-3	
1. The learner will develop good grooming habits	1.01 Discusses the importance of having a clean body and hair 1.02 Discusses the importance of wearing clean and suitable clothing 1.03 Discusses the importance of eating the correct foods 1.04 Names good health habits that are practiced daily 1.05 Collects pictures showing good health
2. The learner will use appropriate classroom work habits	2.01 Uses and stores classroom supplies and equipment properly 2.02 Performs assigned classroom tasks 2.03 Discusses the importance of having a regular time for performing tasks 2.04 Discusses the importance of completing his tasks 2.05 Discusses the importance of doing tasks properly
3. The learner will be aware of the importance of working with others	3.01 Discusses getting along with others 3.02 Discusses getting along with persons in authority 3.03 Takes turns in classroom activities 3.04 Shares materials and equipment
4. The learner will develop an understanding of the work done by family members	4.01 Discusses tasks they perform to help family 4.02 Discusses tasks performed by brothers and sisters 4.03 Discusses work performed by mother and father 4.04 Discusses the concept that everyone who is able works
5. The learner will develop an understanding of work performed by school staff	5.01 Discusses the role of principal, teacher, aide, cafeteria manager, librarian, custodian, school nurse, etc. 5.02 Prepares posters which demonstrate the work done by school staff

6. The learner will develop an understanding of the duties of community helpers	6.01 Discusses the services performed by doctors, dentists, firemen, postmen, sanitation workers, etc. 6.02 Assists in planning field trips to places of work in the community 6.03 Collects pictures of community helpers 6.04 Gives name of personal doctor, dentist, postman, etc. 6.05 Discusses the services provided by community agencies for the hearing impaired
Grades 4-6	
1. The learner will develop an understanding of individual differences	1.01 Discusses differences in individual's looks, health, behavior 1.02 Discusses the advantages of being different 1.03 Names ways he/she is different from others in the class 1.04 Discusses daily problems of living with a hearing impairment
2. The learner will develop knowledge of the terminology of the professions related to hearing impairment	2.01 Be familiar with technical terminology in the following categories: testing: hertz, dB, audiograms, audiometer, tympanometry, etc. hearing aids: post-auricular, body aid, gain, microphone, battery, etc. physiology: canal, eardrum, ossicles, middle ear, inner ear, auditory nerve, etc. language: linguistics, phonology, morphology, syntax, semantics, holophrastic, telegraphic, etc. cognition: categorization, sensorimotor, preconceptual, enactive, iconic, symbolic legal terms: P.L. 94-142, due process, IEP, LEA, advocacy, least restrictive alternative

3. The learner will be aware of the effect of personal cleanliness in relation to others	3.01 Discusses personal grooming characteristics of people they like 3.02 Discusses the kinds of clothing they would wear for different events 3.03 Makes posters showing proper clothing to wear for different kinds of work 3.04 Practices habits of cleanliness at school
4. The learner will develop an understanding of time allocation	4.01 Discusses why and how a day's work is planned 4.02 Discusses the value of starting and completing a task within a planned period of time 4.03 Discusses the importance of being on time 4.04 Keeps a chart showing the amount of time it takes to complete specific tasks
5. The learner will develop an understanding of the social skills needed to get along with others	5.01 Discusses the general principles of getting along with others, e.g. being courteous, carrying one's share of the load, respect for the individual's right and property, and so on. 5.02 Demonstrates socially acceptable behavior in different situations 5.03 Role plays persons in authority, friends, family members, etc. 5.04 Role plays situations presenting unique problems of living socially with a hearing impairment
6. The learner will develop an understanding of skills needed to perform certain tasks within the school, home and community	6.01 Lists kinds of work performed in school, home and community 6.02 Prepares posters listing skills necessary in performing various tasks 6.03 Discusses money earned for the various tasks or jobs performed 6.04 Discusses why pay is different for some of the jobs
7. The learner will develop an understanding of earning, spending and saving	7.01 Discusses what pupils do with money one earns or with allowance one is given 7.02 Discusses reasons for saving 7.03 Sets up and operates a classroom store where items can be purchased for tokens earned in the classroom for good work 7.04 Keeps list of earnings, expenditures, and savings

Grades 7-9

1. The learner will communicate feelings and ideas effectively	1.01 Carries on conversation with other persons 1.02 Discusses an idea or a feeling with another person or groups 1.03 Evaluates one's personal effectiveness in communicating with one or more persons 1.04 Discusses communication problems with older hearing impaired models
2. The learner will recognize personal interests, abilities and attitudes	2.01 Identifies interests, abilities and attitudes
3. The learner will evaluate physical and mental abilities in relation to job opportunities and personal interests	3.01 Identifies different abilities 3.02 Compares personal abilities and interests with those required for various jobs 3.03 Discusses job opportunities with older hearing impaired models
4. The learner will analyze the relationship between self-confidence and success	4.01 Explores self-image 4.02 Compares self-image with that of successful hearing impaired models 4.03 Identifies behavior of a self-confident person 4.04 Identifies different reasons which contribute to a feeling of success 4.05 Compares the behavior shown by a self-confident person to the behavioral characteristics of a successful person/ model
5. The learner will describe the differences between realistic and unrealistic work image of self	5.01 Recognizes realistic and unrealistic work image 5.02 Discusses work images with older hearing impaired models
6. The learner will identify reasons why people work	6.01 Knows several reasons why people work
7. The learner will identify occupational clusters and a variety of occupations in each cluster	7.01 Discusses basic skills required in a particular vocational field and identifies occupations related to that field
8. The learner will recognize characteristics and abilities of workers in selected occupations	8.01 Identifies the job characteristics in selected occupations 8.02 Recognizes the abilities needed for selected occupations 8.03 Discusses occupations not requiring ability to hear

9. The learner will describe the effect of supply and demand of workers on employment trends	9.01 Identifies factors that affect employment of workers (seasonal employment, new industry, strikes, bankruptcy, availability of resources, automation) 9.02 Recognizes situations that indicate an oversupply or undersupply of workers for certain occupations
10. The learner will apply appropriate procedures used in seeking employment	10.01 Identifies and use information about employment opportunities from a variety of sources; e.g. community services for the hearing impaired, vocational rehabilitation, employment security commission 10.02 Demonstrates the ability to correctly complete a job application and other forms related to employment 10.03 Identifies appropriate procedures for securing a job interview 10.04 Role plays interviewing for a job
11. The learner will apply for a Social Security card	11.01 Completes application for Social Security card 11.02 Mails application to the correct address
12. The learner will analyze high school programs as they relate to jobs and tentative personal educational opportunities	12.01 Identifies and explores each high school program area in his school 12.02 Recognizes the relationship between jobs and different high school courses 12.03 Develops a tentative educational plan according to his abilities
13. The learner will compare positive work habits and attitudes with one's personal behavior as required by specific jobs	13.01 Identifies positive work habits and attitudes 13.02 Evaluates personal work habits and attitudes 13.03 Evaluates personal behavior that is required for specific jobs
14. The learner will assume responsibility for completing job tasks consistently	14.01 Recognizes the need for completing job tasks consistently 14.02 Evaluates one's own behavior in accepting responsibility
15. The learner will maintain his work area in a satisfactory manner	15.01 Follows the teacher's plan for maintaining a specific work area 15.02 Recognizes when a work station is left in satisfactory condition
16. The learner will use materials, tools and equipment in a responsible manner	16.01 Recognizes the importance of using materials, tools and equipment in a responsible manner 16.02 Demonstrates the proper use and care of materials, tools and equipment

17. The learner will recognize the importance of personal hygiene and appearance	17.01 Discusses personal hygiene and personal appearance as it relates to getting and holding a job 17.02 Practices personal hygiene and good grooming habits
Grades 10-12	
1. The learner will develop an understanding of the free enterprise system	1.01 Discusses the characteristics of the free enterprise system such as individual investment opportunities, motivation, and rewards 1.02 Identifies the influence of competition on product, price, promotion, and distribution goals 1.03 Interprets the influence of automation and/or specialization on the economy, business and the individual 1.04 Identifies the effects of law, regulations, and agencies of governments on business organizations 1.05 Identifies the effects of taxation on the economy, business, and the individual 1.06 Interprets the role of capital and investment in planning and control for business organizations 1.07 Lists the influence of labor and labor organizations on the economy, business and the individual 1.08 Lists local and national economic factors such as strikes and demonstrations which may influence one's business 1.09 Compares the American private economic system to other economic systems
2. The learner will gain hands-on work experience	2.01 Participates in in-school work experience 2.02 Enrolls in vocational education course appropriate to his interests and abilities 2.03 Secures after school employment 2.04 Participates in work study program designed by vocational counselor or vocational rehabilitation counselor specializing with the hearing impaired 2.05 Demonstrates ability to complete assigned work
3. The learner will attain pre-employment skills	3.01 Completes various types of job applications 3.02 Completes types of job interviews 3.03 Maintains appropriate personal hygiene and appearance 3.04 Dresses appropriately for job interview 3.05 Dresses appropriately for work 3.06 Identifies employment benefits 3.07 Lists characteristics, abilities and interests of successful workers

4. The learner will attain basic money management	4.01 Discusses the role of occupational efficiency and income in providing for basic needs and luxuries 4.02 Discusses responsibilities for managing one's income 4.03 Names common financial obligations and how they should be accommodated 4.04 Discusses advantages and disadvantages of buying on credit 4.05 Discusses saving as a technique in total self-management, e.g., bank deposits, petty cash at home, participation in pension benefits 4.06 Discusses the relationship between general habits of saving and their cumulative effect on income 4.07 Prepares biweekly and monthly budgets based on data furnished by instructor 4.08 Discusses principles of banking 4.09 Writes sample checks correctly 4.10 Computes bank balance 4.11 Completes tax forms and is aware of deductions available for the hearing impaired
5. The learner will acquire effective communications skills	5.01 Follows written instructions for performing job tasks 5.02 Handles inquiries for general information satisfactorily 5.03 Describes how to address other people in a business-like manner whether they are fellow employees, supervisors or management 5.04 If hearing is sufficient, uses the telephone correctly 5.05 If hearing is not sufficient, uses telecommunications equipment for the hearing impaired correctly 5.06 Expresses one's feelings, hopes, aspirations and concerns through the method of communication preferred 5.07 Discusses communication skills with a successful hearing impaired model 5.08 Demonstrates how to use an interpreter effectively
6. The learner will recognize the importance of public relations	6.01 Describes how understanding others and one's self is basic to working harmoniously together 6.02 Describes how a positive attitude is reflected in one's work 6.03 Identifies ways to show an interest in others

	6.04 Demonstrates acceptable work attitudes and behavior 6.05 Functions cooperatively with fellow workers and supervisors 6.06 Exercises self-control during trying situations 6.07 Discusses positive attitudes and positive self-image with successful hearing impaired models

REFERENCES

VOCATIONAL EDUCATION

Vocational education for the hearing impaired is constantly and continually altered to stay abreast of technological growth and educational program changes. References to dated and/or local literature seems less appropriate than a reference list of service agencies. For assistance in vocational planning for individuals or programs, the reader is referred to:

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, Maryland 20852

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20007
Publishers of the Volta Review

Conference of Executives of American Schools for the Deaf, Inc.
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016
Publishers of the American Annals of the Deaf

Division of Vocational Education
State Department of Public Instruction
Raleigh, N.C. 27611

Division of Vocational Rehabilitation Services
620 North West Street
Raleigh, N.C. 27611
Branch: Community Services for the Hearing Impaired